

CHRISTIAN LIBERAL ARTS HIGHER EDUCATION IN RUSSIA: A CASE STUDY OF  
THE RUSSIAN-AMERICAN CHRISTIAN UNIVERSITY

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This is a case study of the historical development of a private Christian faith-based school of higher education in post-Soviet Russia from its conception in 1990 until 2006. This bi-national school was founded as the Russian-American Christian University (RACU) in 1996. In 2003, RACU was accredited by the Russian Ministry of Education under the name Russko-Americansky Christiansky Institute.

RACU offers two state-accredited undergraduate academic programs: 1) business and economics, and 2) social work. RACU also offers a major in English language and literature. The academic model of RACU was designed according to the traditional American Christian liberal arts model and adapted to Russian higher education system.

The study documents the founding, vision, and growth of RACU. It provides insight into the academic, organizational, and campus life of RACU. The study led to the creation of an operational framework of the historical development of RACU. The study also provides recommendations for the development of new Christian liberal arts colleges and universities based on the experience and the underlying structure of RACU.

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## CHAPTER I

### INTRODUCTION

Following the October Revolution of 1917, the Bolsheviks took full control of higher education in Russia. Their leaders adopted a materialistic ideology (Thrower, 1983) based on the teachings of Karl Marx, Friedrich Engels, and Vladimir Ulyanov (Lenin). This new ideology was propagated throughout all levels of society, including higher education. It was well-developed and had its own methodology for the study of religion and atheism.

The church and religion have played central roles in Russia (Prizel, 1997). State policy regarding religious liberty and legal rights has been important since A.D. 988, when the kingdom of Kievan-Rus officially accepted Christianity (Reid, 1997).

Since the materialistic perspective of the Bolsheviks excluded religion from its values, Christians have experienced marginalization both in the work place and in higher education (Anderson, 1994). Lenin, leader of the Bolsheviks, believed that one of the vilest things existing in the world is religion because it attempts to replace the official state priests by the priests of moral conviction (Lenin, 1933). The influence that the church had on higher education was gradually eliminated. The Bolsheviks abolished all courses on religion that had been integrated into the curricula of higher education institutions in Tsarist Russia.

Later, scientific atheism was introduced into the curricula as a major course. It was designed to teach students life perspectives and the foundations of an atheistic worldview (Thrower, 1983). Christian studies were highly discouraged and viewed as active opposition to the official ideology of the Communist Party.

Over time, the higher education system abandoned academic freedom. As a result, courses like the Foundations of Leninism, Scientific Materialism, the History of the Soviet Communist Party, and other courses that promoted Communist ideology replaced all Christian courses taught in Russian institutes and universities prior to the Great October Revolution.

Over the years, Russian higher education came under the full ideological control of the Communist Party. Christians were prohibited from entering, learning, and teaching in state-owned institutions of higher education. However, beginning in 1987, repressive political control was slowly loosened and Christians were able to enter institutes or universities.

During the Soviet period, Christian institutions of higher education were prohibited from offering academic services and granting degrees. Only when the Soviet government passed long-awaited legislation on freedom of conscience and religious organizations in 1990 did the study of religion in higher education assume new importance (Sutton, 1996).

#### Religious Freedom during Perestroika and Glasnost (1987 – 1990)

The Gorbachev era of reform intended to reverse economic decay but also gave voice to popular pressure for religious liberty (Biddulph, 1995). It was the beginning of a new era. The demise of the Soviet Union was symbolically depicted in the demolition of the Berlin Wall in 1989. Schmemmann (1989) reported the event in the New York Times and described how ordinary citizens with hammers pounded to pieces the symbol of Communism's atheist iconography.

The number of visiting Christians increased dramatically as the result of the political climate change and the new laws that permitted western tourists to enter the Soviet Union. Missionaries had waited for this opportunity for a long time. They came to share their faith with spiritually hungry Russians. Among other Christian organizations, the Slavic Gospel Association (SGA) established close relationships with government officials who were open to cooperation. Russian educators realized the need for change and educational reform and were seeking new educational exchanges (Deyneka, 1990).

During the Gorbachev's Perestroika period, higher education curricula began to change slowly in state-owned institutions. The Foundations of Scientific Atheism as a subject was slowly eliminated throughout the Soviet system. The erosion of central authority within the Communist Party led to a loss of interest in imposing atheism in higher education. The provision of courses in religion became possible (Sutton, 1996).

In 1990, the Soviet government adopted progressive laws affecting freedom of conscience and religion. Two of the first laws included a law that permitted the right of religious exercise and organization (Smith, 1996). Legislative moves by the Soviet government toward religious freedom and privatization of government-owned property allowed for the creation of private higher education institutions regardless of their purpose.

The evangelical movement in the Soviet Union, enabled by western financial and academic support, began to generate momentum that led to the establishment of several private Christian schools. The beginning of the history of Christian higher education in Russia is linked to the establishment of several Bible schools and seminaries in the former Soviet Union. Among these were Zaokskaya Duchovnaya

Academia (Zaoksk Spiritual Academy), established in December 1988 (Kulakov, 1993), and Odessa Bible School, established in August 1989 (Sannikov, 2001). Soviet Christians received an opportunity to fulfill their dreams and to prepare for Christian ministry in local churches in the newly established private Christian higher education schools.

Private Christian higher education schools began offering primarily pastoral and theological training. These schools were directly involved in training pastors, Bible teachers, worship leaders, and missionaries (Kulakov, 1993; Sannikov, 2001).

Many people in the former Soviet Union associated Christian higher education with preparation for ministry within local churches. Some thought that Christian higher education was about historical studies of Christianity and its dogmatic teachings. This was the case until a new type of Christian higher education with an emphasis on the liberal arts was introduced by American Christian educators.

### The Origins of Christian Liberal Arts in Russia

Christian liberal arts higher education in Russia began to develop during the early 1990s as one of many Soviet educational reforms. It started with an intercultural exchange between Russian and American educators.

After an initial visit to Moscow in March 1990, the Vice President of the Christian College Coalition (CCC), Dr. Karen Longman, received several official invitations for the Coalition to visit the Russian Soviet Federated Socialist Republic (RSFSR). The Coalition wanted to seize the opportunity to have a long-term influence on the Soviet Union through Christian higher education. A delegation of leading Soviet educators and

members of the Ministry of Soviet Higher and Special Education was invited to the United States. The rationale for the invitation was to introduce Russian educators to Christian liberal arts curricula on campuses of the Coalition's faith-based liberal arts colleges and universities.

In September 1990, a group of sixteen Russian educators came to the United States. Delegates attended special workshops on American higher education and on Christian liberal arts education. They learned that Christian liberal arts curricula integrate subject matter with the Christian faith across the entire curricula.

In light of contemporary political changes in Russia and the popularity of faith among Russian students, the delegates were impressed with the quality and integration of moral and spiritual values within American Christian higher education. The Russian delegation consisted mostly of rectors and vice-rectors from Russian technical universities. As part of the Soviet educational reform initiatives, delegates were interested in the development of a new emphasis for existing professional training curricula that would enhance and strengthen the humanitarian side of technical higher education. After the visit to America, many delegates were convinced that they had found what was lacking in Russian professional higher education. At the end of the visit, a Protocol of Intentions between universities and institutions within the Russian Soviet Federated Socialist Republic (RSFSR) and the Christian College Coalition (Washington, DC) was signed. Both sides agreed to improve relationships between the two nations, promote cooperative educational programs between their organizations, and enhance their spiritual, cultural, and scientific development. Delegates agreed to share

perspectives, research, and programs among their students, faculty, and administrators of participating institutions of higher learning.

In October 1990, a group of American educators made a follow-up visit to Russia. The Coalition delegation consisted of thirteen representatives from Coalition institutions. These American delegates visited a wide variety of Russian higher education institutions and were delighted by the eagerness of Russian educators to cooperate with member institutions of the Christian College Coalition.

At the end of the visit, Dr. John Bernbaum, Vice President of the Coalition and leader of the American delegation, along with two other American delegates, were invited to meet with high-ranking officials of the State Committee on Science and Higher Education of the RSFSR. The primary purpose of the meeting was to facilitate an increase in the numbers of exchange agreements between Coalition member institutions and Russian institutions. During the meeting, the first Vice-Chairman of the State Committee on Science and Higher Education of the Russian Republic, Vladimir G. Kinelev, advanced an official proposal to establish a Christian college in Russia. The idea of a Christian liberal arts higher education institution in Russia was planted.

One of the main reasons for Christian liberal arts education in Russia was the growing interest in religion and morality among its students. Russian educators wanted to have an American Christian liberal arts college that offers a different kind of education to students in Russia. They wanted to have an example of a Christian liberal arts university in their country. They desired to integrate liberal arts curricula and the positive features of campus life of member institutions of the Coalition into Russian institutions of higher learning.

After meeting with Kinelev, Bernbaum was convinced that an American Christian liberal arts college in Russia was feasible. Russian higher education officials wanted to start immediately by providing a building for a college and housing for American faculty. However, after a report to the leadership of CCC, Bernbaum learned that the Coalition's Board of Directors was not ready to support a full-sized Christian college in Russia.

As Vice President of the Coalition, Bernbaum continued to actively develop educational exchange initiatives for the next several years. However, he believed that Christian liberal arts higher education was a key to Russia's leadership development. Bernbaum was convinced that the timing was strategic and the founding of a Christian liberal arts university was only a matter of time.

After repeated visits by the American delegation, personal relationships between educators in both countries strengthened; friendships deepened, and educational bridges were built. Several bilateral agreements were signed; these provided a foundation for student and faculty exchange programs in 1991 – 92.

During that period, some changes involving freedom of religion and Soviet educational initiatives occurred. As a result, new opportunities in Russia were created. However, the political situation was volatile. The Soviet Union was disintegrating and Russia was going through political struggles. Many educational officials vacated their positions and leadership changes within the Russian higher education system significantly delayed the founding of a Christian college in Russia. However, six years later, the Russian-American Christian University's (RACU) Board of Trustees signed a foundation agreement in Moscow, Russia. Thus began the first private bi-national faith-based liberal arts university in Russia.



## The Russian-American Christian University

RACU opened its doors in Moscow, Russia, for its first freshmen class in fall 1996. Twenty-four students entered a new university founded as a bi-national Christian educational organization. They did not know that it would take them almost 6 years to receive a fully accredited undergraduate degree. All they knew was that this university had American and Russian Christian faculty who were dedicated to offering the best Christian liberal arts higher education available in Russia at that time. These students knew they were taking a risk, but they believed that attaining a Christian liberal arts education was better than earning a diploma from an unaccredited Russian-American university. Fortunately, from the very beginning, RACU's leadership was dedicated to achieving full accreditation from the Russian Ministry of Higher Education.

When RACU began recruiting, many Russian people misunderstood the concept of a Christian liberal arts higher education. They thought that RACU was just another American school that offered religious training and preparation for the ministry in local Protestant churches. From the beginning, RACU was a Russian-American partnership rather than an American establishment. RACU insisted on professional training based on Christian principles and ethical standards. It was the first bi-national Christian university in Russia to offer a four-year Christian liberal arts program integrated with professional preparation in the fields of business and economics, social work, and English language and literature. In addition to professional training, computer literacy, and competency in English, RACU graduates are grounded in Christian ethics and morality. The academic model of RACU was designed according to the traditional

American liberal arts model adapted to the Russian system of higher education. RACU is now fully accredited by the Russian Ministry of Education.

RACU is a distinctively Christian faith-based school of higher education dedicated to graduating outstanding Christian leaders and active participants in local communities and Russian society. Some of the graduates have already achieved outstanding accomplishments and provide RACU with a good reputation. From 2001 through 2006, RACU graduated one hundred twenty-four students.

Four major goals are at the core of RACU's mission statement: 1) to engage Russian students in a vigorous liberal arts education, 2) to produce high quality Christian scholarship by faculty and students, 3) to create an educational community of scholars, and 4) to offer Russian society a credible intellectual testimony.

RACU is a continually evolving university. Because RACU has developed a distinct bi-national organizational structure, with administration and faculty of RACU from both educational systems, this is truly a unique collegiate community. This bi-national academic environment poses many challenges that offer multiple opportunities for institutional development. RACU utilizes liberal arts learning to promote the development of every student for a fulfilled life of leadership, service, and personal achievement.

Political, economic, and contemporary social changes in Russian society have created a unique environment for developing a new worldview among the Russian people. To equip Russian Christians to contribute to Russian society and to local communities, RACU now offers professional training according to the model of a Christian liberal arts higher education. This kind of training equips students with a

distinct Christian worldview based on historic Christian traditions of Russia, Europe, and America. It provides opportunities for students to acquire a solid grasp of subject matter, integrate Christian faith and learning, and acquire competence in critical thinking and problem solving. The growing demand for Christian liberal arts higher education is one of the major factors contributing to RACU's development.

### Statement of the Problem

The problem of this study was the genesis and historical development of the Russian-American Christian University from its conception in 1990 until 2006.

### Purposes of the Study

Five major purposes directed this qualitative historical study: 1) identify the major key events in the development of RACU, 2) discover the academic programs and curricula of RACU, 3) characterize the educational clientele of RACU, 4) investigate RACU's plans for future development, and 5) create an operational framework of historical development of RACU.

### Research Questions

The research questions for this study included the following:

1. What were the major key events in the development of RACU?
2. What have been the academic programs and curricula of RACU?
3. Who has been the educational clientele of RACU?
4. What are the plans for future developments of RACU?

## 5. What is an operational framework of the historical development of RACU?

### Significance of the Study

The Russian-American Christian University is a private (non-government) Christian liberal arts higher education institution accredited by the Russian Ministry of Education. RACU has two fully accredited programs in business and economics, and social work. It also offers a major in English language and literature, but this academic program was not state-accredited at the time of this writing.

RACU is the first fully accredited school to offer higher education based on Christian liberal arts programs developed in the United States. Although RACU occupies a very narrow niche in the academic market of Russia, it is already a leading pioneer among fully accredited private (non-government) Christian liberal arts institutes and universities.

Though information about RACU is available through its academic catalogs, booklets, brochures, and bi-lingual Websites, among other sources of information, an up-to-date historical study of RACU has not been conducted. This study has produced a historical record of RACU with a detailed description of major events in the history of the institution.

The case study conducted led to creation of an operational framework of the historical development of RACU. The study documents the founding, vision, and the growth of RACU. It provides insight into the academic, organizational, and campus life of RACU. The study contributes to an understanding of Christian liberal arts education in Russia from 1996-2006. It provides an operational framework for understanding a

private, (non-governmental) educational institution in Russia. It also provides a general overview of the historical development of RACU that may be used as an example of how to develop private Christian liberal arts institutions in other former Soviet Union bloc nations.

This study contributes to our knowledge and understanding of how political, educational, and economic forces affect educational institutions and their clientele. It also provides possible solutions for overcoming academic, bureaucratic, and economic developmental roadblocks based on the experiences of RACU.

Finally, this study addresses major obstacles that have prevented the institutional and organizational growth and development of RACU and describes some planned initiatives for RACU's expansion.

### Definition of Terms

Traditional American undergraduate model – Traditionally, the undergraduate model is characterized by programs designed to be completed in four years. Successful completion of the programs leads to baccalaureate degrees in the arts and/or sciences. Graduates receive a diploma when they satisfy the required amount of academic credit hours of instruction.

Christian liberal arts colleges and universities – These schools of higher education present a unique integration of a distinct faith-based Christian worldview with traditional liberal arts instruction. They typically offer a postsecondary comprehensive higher education in the liberal arts and Christian traditions. These colleges and universities vary in size, but not in training. Usually, they are small, private, and focus on

residential training that provides special academic environments for the active training of all students.

Critical thinking – This distinct characteristic of liberal arts training lies in the development of analytical cognitive skills of students that are necessary for the rational examination of any and all knowledge.

Historical development – It is a dynamic process of progressive change from an earlier (simpler) structure to a more mature structure of a university based on events in its history.

Operational framework – It is a simplified description of the underlying structure of a university pertaining to a process of historical development.

### Limitations

Historical data have a tendency to evaporate and become forever lost. Only information accessible to the researcher was used to analyze and record the genesis and the historical development of RACU.

Travel to every physical location where RACU leased academic facilities, both in Russia and the US, was limited due to time and financial constraints.

Time available for interviews and personal interaction with a greater number of key people, faculty, students, and administration was limited. However, the researcher spent two weeks as an observer on the current campus of RACU in Moscow, Russia. Only accessible participants of RACU were selected to be interviewed.

Participants provided full consent for their interview to be audio-taped. The data collected from these interviews were recorded in the study only when full consent to

disclose the data source was acquired. Sensitive information that was acquired from original sources who remained anonymous was used in the process of information triangulation. Access to current and historical documents available through public access or granted permission was limited to available archival sources, both in paper and digital formats.

## CHAPTER II

### METHODOLOGY

Five major purposes directed this historical case study: 1) to identify the major key events in the development of Russko-Americansky Christiansky Universitet (RACU), 2) to discover the academic programs and curricula of RACU, 3) to ascertain the educational clientele of RACU, 4) to investigate RACU's plans for future development, and 5) to create an operational framework of the historical development of RACU.

This chapter discusses the research design, data sources, data collection procedures, and data analysis.

#### Research Design

The study utilized a case study method used in qualitative historical research. The genesis and historical development of RACU were the primary purposes of the study.

Documents and selected electronic media were used as the primary sources of information for the study. In addition, oral histories provided information through individual interviews and participant observations.

To identify the current and past state of the existing relationships between students, staff, faculty, and leadership of RACU, data were used from personal interviews. All interviewed participants of RACU volunteered for a 20-45 minute session that was recorded on audio tape. The semi-structured interviews with RACU's participants addressed the primary research questions of the study.



## Sources of Data

During the study, information was searched in the following primary and secondary sources:

1. Audio recorded and transcribed interviews with RACU participants.
2. Recorded personal observations in the form of field notes during visits to the research sites.
3. Historical documents in the form of reports produced by the school and related organizations.
4. Documents such as minutes of business meetings, public relations reports, and press releases.
5. Other documents such as newspaper articles, interviews conducted by other researchers, newsletters, etc.
6. Electronic media that have been created in relationship to RACU (i.e. copies of Websites content; computer, CD, and video tape presentations; public and internal access electronic documents, etc.).

Numerous interviews with people affiliated with RACU were conducted to obtain information for the classic triangulation process for achieving credibility and validity of sources regarding the primary key events in the genesis and historical development.

Both the president and provost of RACU were interviewed to acquire a deeper understanding of RACU and to collect more detailed information about areas directly related to the research questions that directed the research.

Interviews with faculty yielded additional information about the organizational and social cultures of RACU. Faculty members had opportunities to observe students in both social and academic settings of RACU. They offered valuable insights about settings otherwise unavailable to the researcher. Many faculty members provided observations about academic and social areas, attendance patterns, and behaviors of

their students. Interviews with staff and students provided additional insights into the organizational and social cultures of RACU.

Access to current and historical documents was limited to available archival preservations, both in paper and electronic formats, as well as on personal and university computers available through internal access.

### Data Collection Procedures

A comprehensive overview of RACU within the Russian Christian liberal arts system was based on the use of extensive historical document analysis, observations of academic and organizational cultures, and limited participation in RACU's activities. Studying the past and current archival documents provided other avenues for collecting important and useful data.

The researcher's observations recorded as field notes during visits to the research sites of the students, staff, faculty, and leadership in their academic environments added another dimension to the study. Field notes were transcribed to make the data more accessible.

Due to limited personal resources and time limitations, three field trips were made to collect historical data about RACU. The researcher visited twice the American headquarters of RACU/US, Inc. in Silver Spring, MD. The purpose of the first trip was to meet President Bernbaum. Personal relationships were begun and, after a 60-minute informal interview with the President of RACU, openness, interest, and support for the research were evident. In November 2004, during the second field trip to RACU/US, Inc. in Maryland, a series of four 30-60 minutes semi-structured interviews with the founding

president of RACU were conducted over the period of three days. All interviews were recorded on audio tape and later encoded in digital highly-compressed audio format for easy access and convenient transcription into text format. A scanner was obtained with an automatic document feeder that served as a tool to capture collected data from the archives of RACU/US, Inc. Five office-size boxes of documents were scanned in portable document format for later retrieval and analysis. Because the office of RACU/US, Inc. had been alerted ahead of time, the archives were well organized in chronological order.

To achieve researcher credibility in the eyes of RACU administration, staff, faculty, and students, a recommendation letter from the president of RACU was written encouraging everyone to cooperate.

In December 2004, the third field trip was made to visit the physical location of the current RACU campus in Moscow, Russia. A two-week field study was conducted while engaging in the social, organizational, and academic life of RACU in Moscow.

Formal individual, semi-structured, 30-45 minute, session interviews were conducted with key members of the RACU leadership. Three interviews were conducted with Provost David Broersma.

Although a recommendation letter from the president was obtained to encourage cooperation, I had to build trust with some participants and assure them that their identity would remain anonymous upon their request.

My knowledge of the Russian language and culture helped when conducting interviews with most students, faculty, and staff. To gain a better perspective of every individual, some interviews with Russian faculty and staff were conducted in Russian.

Interviews with RACU's leadership were conducted in English. Due to the complexity of translating Russian interviews into English and then transcribing them, I conducted selective translations of excerpts from the interviews that addressed the research questions directly.

Electronic copies of electronic media archives were copied to removable storage. Assurance was given that sensitive information obtained from electronic archives of RACU would remain private and would be used in the study only with the permission of the owners of that information.

While on the RACU campus, a number of informal conversational interviews were conducted with students, faculty, and staff of RACU. Live classrooms, a computer lab, library, and other informal social events were attended to gain insight into the community of scholars and students at RACU.

During data collection, data were partially analyzed according to particular categories: interviews, observations, reports, document analysis, etc. I used data triangulation to provide several sources for each category. During field trips, all available and accessible information about those sites was collected. The research included the use of several divergent sources within each method of information collection. For example, I conducted at least three interviews at one site with RACU participants from different groups.

### Data Analysis

Because the study was historical and descriptive, one of the purposes was to create an operational framework pertaining to the genesis and historical development of

RACU. One goal of the research was to systematically build a framework based upon accumulated evidence. A within-case analysis of data was implemented based on a detailed case study write-up (Eisenhardt, 2002). It consisted of descriptions that were central to the generation of insight and allowed the unique pattern of historical development of RACU to emerge.

One of the major challenges in this study was keeping track of the voluminous information obtained in different formats. Quality-control procedures included: 1) the identification of the sources as primary or secondary sources 2) the assessment of the accuracy or validity of the data and the truthfulness of the sources 3) the completeness of recorded field notes and observations, and 4) the complete transcription of important interviews as suggested by Patton (2002).

In addition to historical analyses of the documents and other types of media, a better understanding of the genesis and development of RACU was obtained from individual semi-structured interviews with the participants. The audio-recorded data gathered in the study were selectively transcribed for more in-depth analysis. These data were combined with the data collected from other sources and data gathered through observations in the form of personal notes. As a result of qualitative observations, the depth and diversity of the data collected were increased.

Most of the collected data were categorized and coded using time stamps and meta-tags to insure successful storage, archiving, and retrieval of information. All digital files were organized in digital format. After that, the data were checked, archived, categorized, and coded.

After essential key events in the genesis and historical development of RACU had been identified, the analysis of those events was integrated into the historical development timeline and an operational framework of RACU.

## CHAPTER III

### FINDINGS

#### The Gestation Period (1990 - 94)

##### The Founding President

Dr. John A. Bernbaum, the founder and current president of the Russko-American'sky Christiansky Universitet (RACU), was born into an Italian-German family on May 1, 1943. He was raised in a Dutch Reformed community on the west side of Chicago. The early years of his life were saturated within the rich traditions of Reformed Christianity. As a student in a Christian school system in Chicago, he experienced strong support of the Christian community. The influence of Christian values in his life was evident. After attending Trinity Christian College (Chicago, IL) in 1963, and then Calvin College (Grand Rapids, MI), he graduated in 1965 with a B.A. degree in history. It was there that he met Margery S. Taylor, his wife to be. On June 8, 1965, shortly after graduation from Calvin College, John and "Marge" were married. Meanwhile, Bernbaum's professor at Calvin College encouraged him to go on to graduate school (Bernbaum, 2004b).

In 1965, the Bernbaums moved to the Washington, DC area. Bernbaum wanted to pursue his interest in European history. He applied to the graduate school at the University of Maryland and graduated in 1967 with a master's degree. During the next several years, Bernbaum taught history at the University of Maryland while pursuing his doctorate in European and Russian history. From 1970 until 1971, he was a research fellow while working on his dissertation. After a year of research in Austria and

Germany, Bernbaum completed all requirements for the PhD in European history with a second field in Russian history.

Afterwards, he spent four years working in the Foreign Service (1972 – 1976) as a historian and contributing editor of the *Foreign Relations of the United States* series. He also taught history in the evenings at the University of Maryland. Bernbaum moved from government work in the Historical Office of the US Department of State to the Christian College Coalition (CCC), a private, non-profit organization headquartered in Washington DC.

In 1976, Bernbaum became the director of the American Studies Program at the CCC. In 1985, he was promoted to Vice President for International Programs. Before he began to work in the USSR, Bernbaum developed several non-traditional off campus study programs in Washington, DC, Hollywood, California, and San Jose, Costa Rica.

### The USSR Initiative

In the beginning of 1990, while serving as a vice president of the Christian College Coalition, Bernbaum learned about Soviet educational reforms from Karen Longman, vice president of CCC, who had returned from Moscow after an official visit to the Ministry of Soviet Higher and Special Education.

In September 1990, as part of cultural and educational exchange, the Coalition invited a delegation of 16 Russian educators to come to America (Hoeks, 1990a). Among the visitors were several Ministry of Education and Ministry of Culture officials, 8 university rectors and vice-rectors, and 4 others (Appendix A). The Coalition hosted this group for 10 days. During the visit, the Russian delegates visited the campuses of



Messiah College (Grantham, PA), Eastern College (St. Davids, PA), and Eastern Mennonite College (Harrisonburg, VA) and attended specially organized workshops on private American higher education and Christian liberal arts education (Hoeks, 1990b).

After visits to these schools, the Soviet delegates were impressed with the high quality of education and the unique integration of subject matter and the Christian faith across the curricula. Yevgenii Kazantsev, Deputy Minister of Education and the leader of the Soviet delegation, expressed a desire that American Christian faculty and students should come to the Soviet Union and share their faith in Christ with Russians (Hoeks, 1990b).

At the end of the visit of the Russian delegates, a Protocol of Intentions between selected universities and institutions in the Russian Soviet Federated Socialist Republic (RSFSR), the RSFSR State Committee of Scientific Affairs and Higher Education (Moscow, USSR), and the Christian College Coalition (Washington, DC) was signed (Appendix B). To improve relationships between the two nations and to enhance their spiritual, cultural, and scientific development, both sides agreed to promote cooperative educational programs between their organizations. Five major areas were recommended for development: 1) student exchanges and foreign study opportunities, 2) opportunities for faculty exchanges and visits, 3) programs in Russian and English instruction, 4) facilitation and promotion of the exchange and joint development of instructional materials, and 5) joint humanitarian projects, scientific research, and other programs in areas of mutual interest (Hoeks, 1990b).

In October 1990, Bernbaum led a group of American educators who continued cultural and educational exchange (see Appendix C for the list of Soviet-US delegates).

They spent 8 days in the USSR developing strategies for cooperative programs. When the American delegates arrived in Moscow, Russia, they were divided into 6 groups. They traveled then to Yaroslavl, Tula, Ivanovo, Nizhny Novgorod, Leningrad, and Stavropol where they visited Soviet higher learning institutions (Hoeks, 1990a). After several days, the delegation regrouped in Moscow and visited 4 other educational institutions. A wide variety of Russian higher education institutions were presented to the delegates. The Americans were surprised that Soviet educators in technical institutions were interested in enhancing existing professional training curricula with a liberal arts component, but were glad about the enthusiasm of Russian educators to collaborate with member institutions of the Christian College Coalition (Bernbaum, 1990a).

Two days before their departure from Moscow, Bernbaum and two other members of the Coalition delegation were invited to meet with high-ranking officials of the State Committee on Science and Higher Education of the RSFSR. The primary purpose of the meeting was to facilitate an increase in the number of exchange agreements between Coalition member institutions and Russian institutions. During the meeting, Vladimir G. Kinelev, the First Vice Chairman of the State Committee on Science and Higher Education of the RSFSR, proposed to establish an American Christian college in Moscow (Bernbaum, 1990a). It was a second invitation that previously came from Dr. Alexander Khukhlov, Rector of the Nizhny Novgorod State University (NNSU), confirming that Soviet educators really wanted an American-Christian liberal arts college in Russia. They wanted this college to meet the criteria for membership in the Christian College Coalition. In preliminary discussions about a

Christian college in Russia, the First Vice-Chairman indicated that the State Committee on Science and Higher Education would provide a building for the college and housing for the American faculty. Bernbaum was convinced that the Coalition had an outstanding opportunity for long-term influence on the Soviet Union through Christian higher education (Bernbaum, 1990b). It was then that the idea of the Russian-American Christian University in Russia was planted in the heart of its future president.

However, the leadership of the Coalition was not enthusiastic to fund a full-sized Christian college in a new and very different culture. Nevertheless, Bernbaum continued to believe that a Christian liberal arts higher education had a lot to offer Russian students and the founding of a Christian liberal arts college was only a matter of time (Bernbaum, 2004b).

In December 1990, after a strategy session with 14 American member institutions and evangelical mission organizations, the Coalition agreed to act as a facilitator and information clearinghouse for member colleges and other evangelical groups interested in exchange programs in the Soviet Union (Bernbaum, 1990a).

During that time, Eastern College was known for its MBA program based on Christian values. American and Soviet educators teamed up to translate and adopt the MBA program based on free market economics integrated with Christian values (Kingsolving, 1991). The translation of curriculum materials and a year-long research project were conducted under the joint leadership of Bernbaum and Dr. Lin Geiger (Eastern College). The project involved 12 American scholars and 40 Russian scholars (Bernbaum, 1991a).

On August 19, 1991, American scholars witnessed first-hand the August Coup. A group of right-wing conservative communists led by Gennady Yanaev, seized political power from Michael Gorbachev and declared a state of emergency. All but one television stations were cut off. The rebel troops supported by tanks filled the streets of Moscow and surrounded the Russian White House. As the coup progressed, Boris Yeltsin called Muscovites to civil disobedience and urged them to refuse to go to work. Poorly organized by 8 archconservative hard-liners, the coup was over in 3 days (Clendenin, 1992). Although political unrest troubled American scholars, they remained in Russia and finished their work, thereby earning respect from Russian educators (Frame, 1992). The events of that summer resulted in the fall of the USSR and the election of Boris Yeltsin as the President of Russia who took a strong course on democratic reforms (Frame, 1991).

On February 3, 1992, the Coalition Board of Directors approved the formal launching of the Russian Initiative. Fifteen member schools (Table 1) agreed to participate in the initiative with a 3-year commitment (contribution of \$5,000 per year and a designated campus representative) (Bernbaum, 1992b).

### The Russian Initiative

The four priorities of the Russian Initiative were: 1) faculty exchanges, 2) student exchanges, 3) preparation of curricula materials for use in Russian universities, and 4) a feasibility study concerning the possible establishment of a Christian college in Russia (Bernbaum, 1992b).

Table 1

*Partner Colleges and Universities*

Name	Location
Belhaven College	Jackson, MS
Biola University	La Mirada, CA
Calvin College	Grand Rapids, MI
Dordt College	Sioux Center, IA
Eastern College	St. Davids, PA
Eastern Mennonite College	Harrisonburg, VA
Eastern Nazarene College	Quincy, MA
Geneva College	Beaver Falls, PA
Gordon College	Wenham, MA
Huntington College	Huntington, IN
Lee College	Cleveland, TN
LeTourneau University	Longview, TX
Olivet Nazarene University	Bourbonnais, IL
Point Loma Nazarene College	San Diego, CA
Southern Nazarene College	Bethany, OK

*Note:* From Swartzentruber (1992).

After 16 years of work for CCC, Bernbaum was given a sabbatical leave for a semester. Although he wanted to visit a Latin American Studies Program that he had started, Bernbaum accepted an invitation from Russia to gain experience teaching at a Russian state university.

In January 1992, John and Marge Bernbaum traveled to the formerly closed Soviet city of Gorky. As part of radical and political reforms led by Yeltsin, Gorky was renamed Nizhny Novgorod (Clendenin, 1992). It was the original name of the city that

was changed when it was closed for visits by foreigners. The Bernbaums were the first American couple to visit Nizhny Novgorod since 1934 (Bernbaum, 2006a).

During the spring 1992 semester at Nizhny Novgorod State University (NNSU), Bernbaum taught a course on democracy and moral values. His wife Marge taught an English language course using the Bible as a textbook in the Department of Religion (Bernbaum, 2006a).

Meanwhile, one of the members of the Coalition, Gordon College (Wenham, MA), established an educational link with the Leningrad Technological Institute (LTI). The exchange program for faculty and students provided opportunities for Gordon College faculty to lecture on various aspects of business, philosophy, economics, history, and religion at LTI (Bernbaum, 1991b).

During 1992, LTI scholars continued the exchange program on-campus at Gordon College teaching and lecturing for 10 days. In addition, an instructor of Russian language from LTI spent an entire semester teaching Russian language.

Meanwhile, another Russian language scholar visited Biola University (La Mirada, CA) for a semester. Docent Pavel Zernetsky, holding a Ph.D. in English and the Chair of the Department of English Language, Grammar, and History at the Kiev Pedagogical Institute (KPI) (Kiev, Ukraine), instructed students at Biola University in the Russian language (Bernbaum, 1991b).

Over 18 CCC colleges and universities participated in the Russian Initiative over the years of its existence. Even after the Coalition ceased its support, many colleges continued their affiliation with the Russian Initiative.

To continue development, a new non-profit corporation was established to sponsor the university project. Many supporters of the initiative were pleased with this change. As a result, Dennis and Eileen Bakke (Mustard Seed Foundation) gave an initial \$100,000.00 gift to start a Christian university (Bernbaum, 1994a).

### *The Russian Studies Program*

During the years of his service at CCC, Bernbaum demonstrated his leadership by establishing and developing several Coalition programs. Among these were the American Studies Program in Washington, D. C., the Latin American Studies Program in San Jose, Costa Rica, and the Los Angeles Film Studies Center, CA. The Coalition agreed to develop the Russian Studies Program (RSP), which was to be modeled after the Latin American Studies Program. The draft proposal on the RSP was sent to the Coalition institutions that agreed to participate in the Russian Initiative. On December 5, 1992, the task force group was formed from representatives of participating institutions in Washington, DC. The draft proposal on the RSP was evaluated and agreement on the structure, the location, and the funding of the RSP was reached. The group agreed to establish the RSP in Nizhny Novgorod. However, the RSP participants spent the first two weeks in Moscow and the last three weeks in St. Petersburg. Thus, the program was to offer a broad perspective of Russian life, culture, and society (Cederwall, 1993).

The RSP proposal was approved by the Coalition on February 1, 1993. The beginning of the program was scheduled for January 1994 (Swartzentruber, 1993).

### *The American Working Group*

On September 28, 1992, the American Working Group (AWG) was formed to conduct a feasibility study for a Christian university in Russia (Bernbaum, 1992a). The AWG was a group of committed evangelical educators who wanted to make the idea a reality. The AWG formulated plans for the university project and determined its preliminary development (Bernbaum, 2004b). Several years later, this group grew into the Board of Trustees of the Russian-American Christian University (RACU) (Bernbaum, 2001a).

At the very beginning of its work, the AWG sponsored a conference to gain support and counsel to develop a strategy for establishing a Christian liberal arts university.

April 16, 1993, a conference entitled Christian Higher Education in the Former Soviet Union took place at Wheaton College (Wheaton, IL). Forty-eight registered participants who had some knowledge of Russia were presented with a vision for a Christian university in Russia. The prospectus on the Russian-American Christian University (RACU) was drafted by Bernbaum and distributed at the conference. At the end of the conference, the participants strongly encouraged the AWG to pursue the vision of establishing a Christian university. They also suggested developing relationships with key Russian Christian educators. From several prospective models presented at the conference, the majority of participants favored a model of a freestanding institution, which would primarily serve the Russian Christian community. After the conference, Lynn Buzzard, School of Law, Campbell University, Buies Creek, NC, and Ronald Lush, Global Initiatives, joined the AWG (Table 2).



Table 2

*American Working Group*

Member	Organization
John A. Bernbaum	Vice President, Christian College Coalition
Lynn Buzzard	Church-State Resource Center, Campbell University School of Law
Kent Hill	President, Eastern Nazarene Christian College
Anita and Peter Deyneka	Russian Ministries
Mark Elliot	Institute of East-West Christian Studies, Wheaton College
Ron Lush	Global Initiative/Nazarene Christian Ministry Centers
Daryl McCarthy	International Institute for Christian Studies

*Note:* From Bernbaum (1993).

On May 28, 1993, the AWG moved forward with the initiative to establish a Christian university and asked Bernbaum to serve as the Chairman. Before Bernbaum was commissioned to meet Russian leaders in Moscow, the AWG approved the prospectus of RACU. Shortly after, Bernbaum traveled to Russia and developed contacts at the Academy for National Economy and the International University in Moscow. After returning to the US, Bernbaum asked his wife Marge to go to Russia for a second time. They traveled to Russia in late October 1993. During the visit, Bernbaum met with Russian educators and Russian Christian leaders. He found strong support for establishing a Christian university in Moscow from both groups. Russian Christian leaders recommended Dr. Alexander Zaichenko to be the Russian project director for the university. Bernbaum was appointed to serve as the American project director. Both

Zaichenko and Bernbaum were responsible for selecting the additional candidates to serve as members of the Board of Trustees and the Board of Advisors of RACU.

After his return from Russia in December 1993, Bernbaum reported the outcomes of his meetings in Moscow to the AWG. The group agreed to appoint Bernbaum as the president of the proposed university. The executive committee was formed with Dr. Mark Elliott and Zaichenko. During that meeting, the AWG settled on the title for the proposed university, the Russian-American Christian University (RACU). It was important to AWG that the university be identified as a distinctive Christian institution. In addition to the title, the group referenced historic creeds of Protestant Christianity in the charter of RACU. It was during that meeting that the first draft of the organizational statutes was developed and the first commitments to the accepted plan of action were solidified.

The AWG saw a bright future for the university. Important distinctive qualities of RACU were identified as a faith-based private Christian liberal arts university based on the American model of member colleges and universities in the Coalition for Christian Colleges. Before the university was established, AWG acquired the support of these partner schools that provided academic support as RACU developed.

These American Christian higher education institutions agreed to support RACU by providing academic advising, visiting faculty, library collection, computers, and other resources. RACU became an educational and cultural bridge between the two societies.

## The Foundational Period (1994 – 96)

### Networking (1994)

On March 11, 1994, Bernbaum, Professor Bill Harper (Gordon College), and Alden Johanson went to Moscow to meet with Zaichenko and the Peter and Anita Deyneka family. The Deynekas were actively involved in Russia at the time. They worked for the Slavic Gospel Association (SGA) and the East West Russian Institute (EWRI) and possessed a deep knowledge of Russian Christian culture and the political system of the former Soviet Union. Their opinion played a major role in the early discussion of the university project.

During that meeting, Zaichenko informed the Americans about the complexity of registration and licensing process for a new bi-national educational institution in Russia. It was decided that the university would be registered as a Russian educational entity rather than an American venture.

A month later, Zaichenko and Bernbaum went on a lecture tour of eight prominent American cities promoting RACU and the Russian translation of the New Geneva Study Bible (NGSB) supported by the Foundation for Reformation. After a short trip, Bernbaum and Zaichenko traveled to Wheaton, IL to attend the American Working Group strategic meeting at Wheaton College on April 25, 1994.

The meeting was productive and the group agreed on the specific financial goals that had to be reached before the opening of the university. Bernbaum was appointed to lead a fundraising campaign for the project.

Shortly after, on June 4, 1994, the first bi-national meeting of the joint Russian-American Board of Trustees of RACU took place in Moscow. Dr. Stanley Clark from

Tabor College (Hillsboro, KS) became a new member of the Board of Trustees along with two Russian Christian educators: Dr. Vladimir Obrovets and Evgeny Goncharenko who were recruited by Bernbaum within the Baptist evangelical Christian network in Moscow.

On June 29, 1994, the meeting of the founders of a non-governmental (private) educational establishment, Russian-American Christian University, took place in Moscow, Russia. During this meeting, the founders produced the first draft of the Foundation Agreement, the Charter, and the Articles of Incorporation (bylaws) of RACU.

The Board of Trustees decided to hire Alexander Komysev as the RACU Administrator on a three-month contract. He was commissioned to identify potential campus facilities for lease by RACU. Bernbaum was given the responsibility of hiring and developing the new faculty from the personnel of the Christian College Coalition member institutions. Because of his efforts, Colorado Christian University (Lakewood, CO), Malone College (Canton, OH), and Mississippi College (Clinton, MS) joined the Russian Initiative (Bernbaum, 1994b).

Although Bernbaum was still involved at the Coalition as the vice president, most of his energy was dedicated to the university project. In view of Bernbaum's dedication and passion, on July 1, 1994, the Christian College Coalition's Board of Directors assigned Bernbaum to give full-time leadership to the university project.

Three months later, at the second meeting of RACU's Board of Trustees, Dr. Jay Shanor of Irvine, California, a RACU visiting professor, was appointed as acting Vice President for Academic Programs and Curricula on a half-time basis. He organized and developed the initial infrastructure of RACU during that year.

On September 18, 1994, the third meeting of the Board of Trustees took place in Moscow. Various facilities options and new revisions of the RACU Charter were discussed. In addition, the lease for the first office of RACU located in a residential apartment was signed. The three-room facility was to be used by Bernbaum and Shanor. Shortly after, office equipment was purchased and the development of a new paper file system began.

A month later, on October 18, 1994, the Board of Trustees met for the fourth time. Several campus facilities were discussed again. The Board of Trustees agreed to pursue negotiations with the Russian Peoples' Friendship University (RPFU) and the Moscow Pedagogical University (MPU).

During that meeting, the Board of Trustees approved the proposal of Russian members to offer free pre-university-level preparatory courses in spring 1995. The goals of these courses were to establish the credibility and gain valuable experience for RACU. To operate in Moscow as a legal university, the Board of Trustees agreed to finalize a campus facility lease for 100 students and to obtain a special educational license from Moscow officials. In December 1994, a Protocol of Intentions with Rector Filippov of the Russian Peoples' Friendship University was signed. RPFU agreed to assist RACU in providing their facilities in summer 1995 and 1996 for RACU's English language institutes and lease classrooms in spring 1995 for evening courses. In addition, RPFU agreed to assist in the registration and licensing of RACU (Bernbaum, 2001b).

## Preparatory Courses (1995)

The first preparatory courses were offered in April 1995 as evening classes at the RPFU's downtown campus. A few months later, RACU offered two 4-week Summer English Language Institutes that attracted many prospective students.

From July 10 through August 4, 1995, Professor Mary Dueck, Director of RACU's English Language Institute and formerly of Fresno Pacific College's Intensive English Program (Fresno, CA) and Professor Carolyn Dirksen of Lee College (Cleveland, TN) taught at RACU's English Language Institute (Appendix D). These two American professors from partner colleges of RACU and others offered their services as volunteers. In addition, they paid their own airfare and living expenses to teach for 5 weeks. Dirksen took part in directing development of a first academic English program at RACU.

These preparatory courses attracted more than 125 prospective students. Some traveled more than 1.5 hours each way to attend intensive training sessions (Bernbaum, 1999). It was a successful undertaking that enhanced RACU's credibility within the education system in Moscow and demonstrated RACU's ability to deliver an English language program.

During this time, RACU was registered as a social-cultural organization in Russia. This status did not allow RACU to develop and offer undergraduate Christian liberal arts programs. After the Board of Trustees approved change of status, the work of acquiring an educational license for RACU began.

Because the Board of Trustees had agreed to found RACU as a Russian educational entity, it was necessary to create another non-profit educational

organization in the US to accept tax-deductible donations and gifts for the development of the university. One of the Board of Trustees members offered RACU legal services of his law office in Oklahoma free of charge.

On July 14, 1995, the application for the non-profit status of RACU/US, Inc. was filed in Oklahoma City, Oklahoma (Appendix E). At the same time, the application for non-profit status as a 501(c)3 corporation was submitted to the Internal Revenue Service (IRS). From that time, American full-time employees of RACU began to receive their salaries and benefits through RACU/US, Inc. This arrangement permitted them to pay taxes on their income in the US and provided the legal mechanism under which RACU employees began to operate in the US.

In summer 1995, RACU's leadership team in Moscow was strengthened with the addition of Stanley Clark and his wife, who began a 3-year commitment to RACU. Clark became the Vice President and Chief Executive Officer of RACU. His wife, Susan, became the Assistant to the Vice President for Academic Affairs at RACU. In addition, she acquired the position and responsibility of the Director of Student Affairs and Public Relations later that year.

In October 1995, Bernbaum received an honorary doctorate from Nizhny Novgorod State University (NNSU) in Nizhny Novgorod, Russia. It was another way for Russian educators to recognize Bernbaum's achievements as a scholar, teacher, and leader.

In November 1995, RACU joined with Peter Deyneka Russian Ministries, Campus Crusade, Child Evangelism Fellowship, and Russian Christian Radio to

purchase and construct a new facility in Moscow. RACU obtained a 9% share of a building project called the Center for Christian Ministry.

This was a first step toward acquiring property in Moscow to be used as a campus facility of RACU. Since Russian trustees of RACU's Board of Trustees did not have enough financial potential to invest in the building project, the Board of Trustees commissioned RACU/US, Inc. to be fully responsible for investment in the facility.

As an independent institution, RACU required additional staff to accomplish its goals. Since RACU/US, Inc. had its own Board of Trustees, Bernbaum had a challenge to utilize the members of both Boards. To accomplish the successful development of RACU, Bernbaum proposed a new organizational structure for RACU (Figure 1).

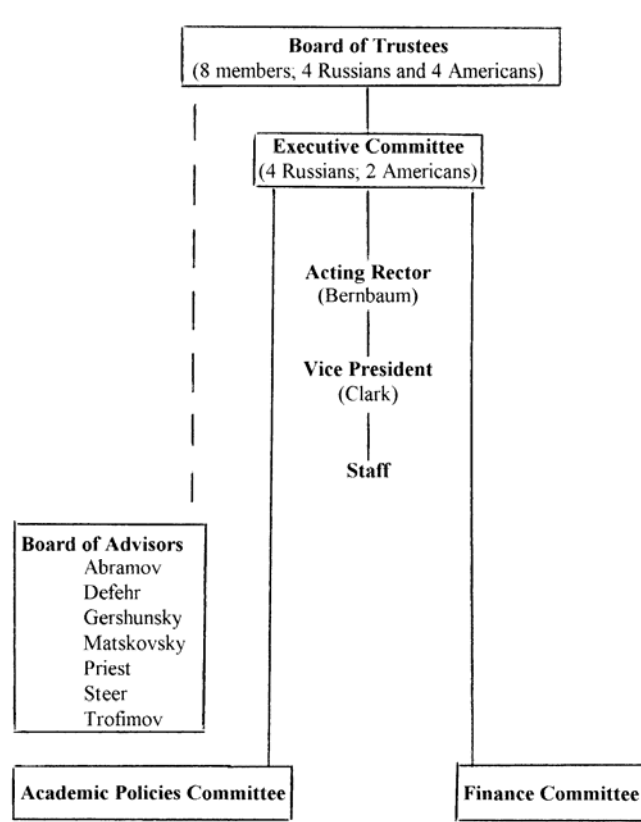


Figure 1. Proposed organizational structure.



With the approval of both Boards of Trustees, three new committees were created: Executive, Finance, and Academic Policies. The Executive Committee consisted of Bernbaum (Chair), Deyneka, Apatov, Obrovets, and Zaichenko and was primarily responsible for reviewing all recommendations from the various Board committees, overseeing the administrative staff of RACU in Moscow, and preparing schedules and agendas for Board of Trustees meetings. The Finance Committee consisted of Bernbaum (Chair), Deyneka, Elliott, Gathro, Priest, and Steer and was responsible for reviewing financial updates for Board meetings, making recommendations for salary and benefits for the American staff of RACU, overseeing the work of the RACU/US, Inc. office, and fulfilling the legal oversight of RACU/US, Inc. Clark was the only member of the Academic Policies Committee. He was responsible for making recommendations to the Board of Trustees on academic programs, admissions, faculty recruitment and evaluation (Bernbaum, 1996c).

On November 16, 1995, Bernbaum, Elliott, and Clark visited Deyneka Russian Ministries in Moscow. They discussed the transfer of the Russian language theological book collection to RACU. Since RACU's new campus was under construction, it was a good time to agree about a new addition to RACU's library which already consisted of 2,000 volumes donated by the Overseas Council International (OCI). Together with books from OCI, the New Life Bible College library, and other private sources, the Russian language theological book collection became the heart of RACU's library collection. The collection was later organized, labeled, shelved, and cataloged using the Dewey reference system (Bernbaum, 1995). However, due to the lack of space, the library collection was at different campus locations of RACU.

## The Developmental Period (1996 - 2006)

### Academic Year 1996 - 97

While political and economic instability in Russia continued during this academic year, the Board of Trustees persisted in bringing RACU to its legal birth. On April 2, 1996, the Board of Trustees reviewed the Charter and the Foundation Agreement of RACU (Appendix F) to be signed and submitted for registration by the City of Moscow (Trustees, 2004).

Since 1994, before the official registration, RACU was using the word “Rossiysko” in its Russian title as shown in (Figure 2).



*Figure 2.* RACU logo (1995).

Although the word “Russian” used in the title of RACU has only one meaning in English, there were two words in Russian: “Rossiysko” and “Russko” that were considered for use in the Russian title of RACU. Since the word “Rossiysko” has a national connotation, it was reserved for government organizations only. It was not

possible for the founders to obtain permission to use this word in RACU's Russian title. Therefore, the title Russian-American Christian University was registered as Russko-American sky Christiansky Universitet (Trustees, 2004).

Since RACU was a newly established institution, it was very important to acquire institutional credibility. During the Board of Trustees meeting on April 2, 1996, Bernbaum suggested the creation of an advisory board of outstanding leaders, professional experts, and some Christian US congressmen from both the Democratic and Republican political parties. The Board of Trustees agreed to search for qualified Christian men and women to serve on the advisory board (Trustees, 2004). As of May 28, 1996, RACU's Board of Advisors consisted of seven distinguished members (Table 3).

Table 3

*First Board of Advisors*

Name	Position
1. Dr. Alexander M. Abramov	President, Institute for Development of Educational Systems, Moscow, Russia
2. Dr. Arthur DeFehr	President, Palliser Furniture Company, Winnipeg, Canada; Founder, Lithuania Christian College, Klaipeda, Lithuania
3. Dr. Boris S. Gershunsky	Academician-Founder, Russian Academy of Education, Moscow, Russia
4. Dr. Mikhail M. Matskovsky	General Director, International Center for Human Values, Moscow, Russia
5. Mr. James T. Priest	Director, Attorney, McKinney, Stringer & Webster, Oklahoma City, OK
6. Dr. Andrew Steer	Director, Environment Department, The World Bank, Washington, DC
7. Dr. Nicolai Trofimov	Vice Rector, Russian People's Friendship University, Moscow, Russia

*Note:* From Bernbaum (1993).

On June 20, 1996, the founding documents of the non-governmental (private)

institution Russian-American Christian University were registered by the main city register of enterprises of the City of Moscow Registration Bureau as N 5245-2 (Appendix G). Six years after Russian educators invited American Christians to start a Christian university, a Russian-American corporation (RACU/US, Inc.) brought it to reality. A new stage of development of RACU began.

While students at RACU enjoyed the Christian liberal arts curriculum and experienced unique education provided by the Russian-American faculty, the Board of Trustees continued to define the scope and governing infrastructure of RACU. On May 27, 1997, the second draft of RACU's Charter was approved in Moscow (Appendix H).

During this year, the staff of RACU was devoted to the development of RACU's infrastructure. Administrative processes included: registration of students, preparation of facilities, policy formation, creation of administrative systems, networking, market research, student recruitment, and other academic activities (Bernbaum, 1996d).

### *Students*

RACU continued to work under its new educational status by offering the second 4-week summer English language institute in June 1996 to more than 120 students. It was held on the new campus of the Russian Peoples' Friendship University. Some of attending students became a part of RACU's first freshmen class of 43 who started studies in the fall.

On September 6, 1996, the Russian-American Christian University in Moscow opened its classes to 43 full-time undergraduate students in 2 major programs: business and economics, and social work. The first freshmen class of RACU was

diverse. The students represented many cities and regions: the far north, central Siberia, the Urals, the Moscow *oblast* (region), and other cities in western and southern Russia. This first group of students represented several Christian denominations: Evangelical Christians-Baptists, Pentecostals, Orthodox, and even Messianic Jews. The age of students varied from 20 to 40. During admission interviews, most of the students were identified as followers of Jesus Christ with an intensive desire to learn. All shared great enthusiasm about the new opportunity to receive Christian liberal arts education from a private faith-based university (Bernbaum, 2004b).

### *Faculty and Staff*

While RACU offered academic programs in Moscow, Bernbaum was fundraising for RACU in the US. It was important for RACU to acquire a non-profit status to offer tax deductions to its donors and supporters. It took almost a year before the Internal Revenue Service (IRS) reviewed RACU's application and made the final legal decision. On July 10, 1996, RACU/US, Inc. received its non-profit status as a 501(c)3 corporation.

In addition to fundraising, Bernbaum continued to recruit faculty and staff for RACU among the Christian College Coalition member institutions. Since the financial resources were limited, the recruiting process was more difficult. Bernbaum was looking for qualified prospective faculty and staff for RACU who could offer their services at the expense of their sending institutions. There was a need for several key North American faculty to initiate academic programs at RACU.

There were two primary formats for teaching at RACU: full academic year and 3-week modules. It was easier for Bernbaum to recruit teachers for summer modules and

the summer English language institute (ELI) than to find full-time American faculty for a full academic year (Bernbaum, 1996b).

As a result of collective efforts, Bernbaum and the Board of Trustees were able to find a qualified group of ELI faculty for summer 1996 (Table 4).

Table 4

*Faculty (1996)*

Faculty	Position
Carolyn Dirksen	RACU, ELI Director; PhD (Linguistics), MA (English); Chair, Dept. of Language Arts and Director, ESL, Lee College, TN
Joseph Iadonisi	TESL certificate, MA Wheaton Graduate School
Suzanna C. Kok	TESL certificate, MA, Wheaton Graduate School, ESL instructor, Dordt College, IA (since 1988), Academic Coordinator for International Students, Dordt College
Timothy Kowalik	Ed.D (Educational Leadership), MA (English Education), TESL certificate, Professor of Communication and ESL, Northwestern College, MN
Enedina Martinez	Ed.D (Educational Leadership), MA (ESL), Professor of ESL and Teacher Education, Point Loma Nazarene College, CA
Caren Sturgill	MEd (Secondary Education), ESL certified, ESL teacher, English Language Institute/China ESL tutor, Marymount University
Catherine Thornberg	TESL certificate, MA, Wheaton Graduate School, ESL instructor, World Relief Corporation
James Vanden Bosh	PhD (Religion and Literature), MA (Religion and Literature), MA (English Language and Literature), Professor of English, Calvin College, MI
Lonna Dickerson	PhD (Linguistics), Professor of Linguistics, University of Illinois, IL
Murl Dirken	PhD, Professor of Anthropology and Sociology, Lee College, TN
Lowell Sturgill	JD, Georgetown University Law Center, Attorney, US Dept of Justice

*Note:* From Clark (1996c).

Seven North American and two Russian faculty were teaching at RACU in fall 1996 (see Appendix I for the names and the courses presented by the faculty). Some faculty, like Susan Clark, were also involved in the administration of RACU as the supporting staff.

In general, RACU did not hire North American faculty, but recruited those who were on sabbatical leave from their institutions and who agreed to teach at RACU for a year. However, RACU had a general practice of providing round trip airfare and a stipend of \$1000 per month for housing. Similarly, for American faculty who agreed to teach 3-week modules, RACU had a general practice of providing round trip airfare and room and board for the duration of that module (Bernbaum, 1996a). In summer 1996, ELI faculty stayed in the Prophilactorium (wellness center and guest house) at the Russian Peoples' Friendship University (Bernbaum, 1996b).

With Bernbaum as the President, Clark as the VP and Chief of Moscow Operations, Obrovets as VP for External Relations, and professors from several partner colleges, RACU had a good start as a new Christian liberal arts university in Russia (Bernbaum, 1996d).

### *Academic Programs and Curricula*

The leadership of RACU was looking for a model for the Russian Christian liberal arts curriculum, but no examples were found in Russia. It took almost a year for the first academic curriculum proposal to be approved.

After consideration and feedback from RACU's partner colleges, the curriculum of Calvin College was modified with reference to the model of the Lithuania Christian College (Klaipeda, Lithuania) curriculum (Bernbaum, 2004b). RACU chose the strategy

of adopting existing working models and fit them into the Russian context of higher education over time. Several groups of constituencies, including the leadership team, partner institutions, the faculty of RACU, and the Board of Directors, reviewed, refined, and validated the initial proposal before it was accepted (Clark, 1995a).

Initially, academic programs at RACU consisted of a general core that supplemented the courses in the field of business and economics, and social work. These fields became the first two majors offered at RACU. In addition, during this academic year RACU offered a number of courses in flexible 3-week modules (3 credit hour courses, 3 hours per day, 5 days per week, for a period of 3 weeks). These courses were taught by visiting faculty from RACU's partner colleges and universities (Bernbaum, 1996a).

The schedule for the 1996 - 97 academic year (see the courses presented in Appendix I) included courses from: 1) the general core (English language, history, and politics), 2) the business & economics major (introduction to business & management, and microeconomics, computer applications in business), and 3) the social work major (introduction to social work and contemporary sociological thought, urban sociology, child and family development) (Clark, 1996d).

### *Educational Outcomes*

From the very beginning, RACU made the commitment to develop highly competent students who possessed an integrated Christian worldview and who defined themselves as lifelong learners. It was agreed that successful graduates of RACU must possess knowledge and competence in many areas to live productively as citizens of society and the Kingdom of God (Clark, 1995a). These areas of competence included:



- Communication and reasoning skills
- Christian maturity and understanding
- World perspective.

RACU wanted to graduate students who would be able to:

- Communicate effectively with others; think clearly, critically, and holistically; analyze and solve problems in positive ways; understand various intellectual approaches to inquiry
- Understand the Bible and the essentials of Christian faith; apply Biblical teachings to contemporary life; understand contemporary social and religious issues; make good value judgments and moral choices; view and critique the world from a Christian perspective; develop a servant orientation to life
- Understand the development of world civilizations; appreciate the fine arts of various cultures and periods; be aware of global economic, political and social issues; understand the social dimensions of being human; be sensitive to multicultural realities of a diverse world; understand and appreciate the global environment (Clark, 1995a)

The curricula and extra curricular programs of RACU were designed to develop successful graduates who would make a difference in Russian society and the world. To graduate from RACU, students had to complete 3 curricular components:

- General core (55 credit hours)
- Academic specialty courses in the field of their chosen majors (50 credit hours)
- Elective courses (20 credit hours).

The total needed to graduate was 125 credit hours (Clark, 1995a).

All courses offered at RACU were 3 credit hour courses according to the model of North American Christian liberal arts universities. The Russian educational system awarded students credits based on a total amount of academic hours. If compared, 1 credit hour at RACU was an equivalent of approximately 43 hours of classroom instruction in a Russian university (Appendix I).

### *General Education Curriculum (General Core)*

The faculty of RACU believed that all students needed to take courses included in the general education curriculum. It was viewed as essential for successful graduates of RACU because it forms a common center for the educational experience. This curriculum was designed with the following several principles. First, general knowledge is important in the contemporary world. Second, there must be a unifying vision and purpose to general education. Third, students and faculty must be free to pursue the truth wherever it is found. Fourth, all students must be free to develop their full human potential. Fifth, holistic education includes intellectual, spiritual, emotional, physical and relational dimensions (Clark, 1995a).

The general education curriculum was comprised of 55 credit hours in three areas: 1) Biblical perspectives, 2) liberal arts and sciences, and 3) life skills (see Appendix J for the description of courses) (Clark, 1995a). The Biblical perspectives area included 4 courses with 14 credit hours:

- Philosophical Foundations of Christian Education (2 credit hours)
- Biblical Literature I and II (6 credit hours)
- Bible/Religion elective (3 credit hours)
- Senior capstone ethics course (3 credit hours)

The liberal arts and sciences area included 8 courses with a total of 34 credit hours:

- Introduction to Philosophy (3 credit hours)
- World Civilizations (3 credit hours)
- Social Sciences (6 credit hours)

- Laboratory Science (4 credit hours)
- Literature (6 credit hours)
- Mathematics (3 credit hours)
- Fine Arts Appreciation (3 credit hours)
- Composition (6 credit hours)

The life skills area included 3 courses with a total of 7 credit hours:

- Public Speaking (3 credit hours)
- Computer Literacy (2 credit hours)
- Health and Wellness (2 credit hours)

### *Business and Economics Curriculum*

The business and economics academic program was designed to introduce RACU students to the study of business and economics disciplines. This curriculum was developed with these goals (Clark, 1996a):

- Help students understand the global context of business and economics and the realities of changing from a state-controlled economy to a free market system
- Instill in students a Biblical and ethical framework for understanding the nature of business and economics
- Provide students with the basic tools needed to operate a modern business enterprise
- Prepare students for leadership roles in business and industry
- Prepare students for graduate-level studies in business and economics

The business and economics major at RACU included 60 credit hours: 18 3-credit hours of required courses in basic studies of business and economics and a supervised internship experience (Table 5) (Appendix J for description of courses).

### *Social Work Curriculum*

The social work major at RACU was planned to be interdisciplinary in scope, to instill a broad understanding of social problems and issues, and to develop the skills needed to resolve those problems in a professional setting.

Table 5

### *Business and Economics Curriculum*

Code	Course
BE 201	Introduction to Business and Management
BE 205	Computer Applications in Business
BE 210	Microeconomics
BE 211	Macroeconomics
BE 215	Introduction to the Global Economy
BE 220	Accounting Principles I
BE 221	Accounting Principles II
BE 301	Organizational Behavior and Management
BE 305	Management Information Systems
BE 310	Principles of Marketing
BE 315	Statistics in Business and Economics
BE 320	Money and Banking
BE 325	Human Resource Management
BE 330	International Business
BE 340	World Poverty and Economic Development
BE 401	Business Ethics
BE 402	Leadership Seminar
BE 405	Internship Experience

*Note:* From Clark (1996b).

The major included 63 credit hours (51 credit hours in classroom and 12 credit hours of practicum). Each course, with the exception of the practicum, was a 3-credit hour course. The social work curriculum consisted of three parts:

- Introductory core (9 credit hours)
- Professional core (33 credit hours)
- Cognate courses (21 credit hours)

The introductory core was comprised of 3 courses from different disciplines used in education for social work:

- Introduction to Social Work (SW)
- Introduction to Sociology (SO)
- Introduction to Psychology (PSY).

The professional core included:

- Introduction to Social Problems (SO)
- Social Research Methods (SO/PSY)
- Social Work Practice I and II (SW)
- Social Welfare Policy Analysis (SW)
- Social Work Values and Ethics (SW)
- Integrative Seminar (SW)
- Practicum (SW)

The cognate courses were included from two disciplines: sociology and psychology. Initially, students were allowed to select 4 courses out of 8 in sociology and 3 out of 4 courses in psychology (Table 6).

Table 6

*Cognate Core Courses*

Sociology	Psychology
Marriage and Family	Helping Relationships
Social Stratification	Theories of Personality
Urban Sociology	Theories of Counseling
Deviant Behavior	Human Growth and Development
Criminology/Criminal Justice	
Human Sexuality	
Race and Ethnic Relations	
Gerontology	

*Note:* From Clark (1995b).

The social work curriculum had the following distribution of courses according to disciplines studied, totaling to 18 courses (63 credit hours):

- 7 courses in social work (SW) (30 credit hours)
- 6 courses in sociology (SO) (18 credit hours)
- 4 courses in psychology (PSY) (12 credit hours)
- 1 course in sociology/psychology (SO/PSY) (3 credit hours)

As for the practical aspects of social work major, the practice courses focused on working with individuals (SW Practice I), groups, organizations, and communities (SW Practice II). The Practicum (12 credit hours) and Integrative Seminar (3 credit hours) were designed to be taken concurrently during the student's final semester of study at RACU (Clark, 1995b) (Appendix J for a description of courses).

*Campus Life*

On September 6, 1996, the Russian-American Christian University in Moscow

opened its first classes on the campus of the Russian Peoples' Friendship University. However, in October, RACU moved its academic operations to a new facility in the Center for Christian Ministry. This new two-story office building was shared with 4 other evangelical organizations.

RACU acquired only about 9% of the building area in Figure 3. Its physical plant consisted of administrative and faculty offices, two classrooms, a computer lab, and a commonly shared library and cafeteria. This new facility was a good fit for accommodating 43 full-time students of RACU. The entire share of RACU's expenses was fully paid with American money that came through RACU/US, Inc. This eliminated the leasing expenses for three quarters of the first academic year.

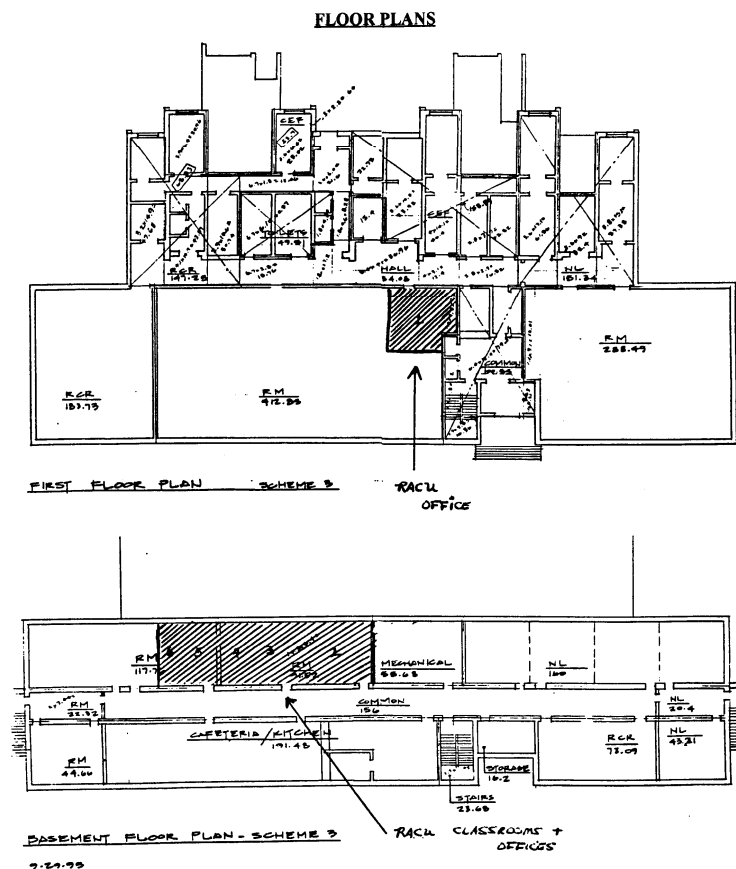


Figure 3. RACU's new headquarters in Moscow.

## Academic Year 1997 – 98

Many changes were made during this academic year to adjust to the realities of RACU's situation and the norms of RACU's partner colleges and universities. It was reflected in the catalog of 1997-98 that was under continuous revision.

In October 1997, RACU deployed a new Website: <http://www.racu.org> , an initiative that began two years earlier as a part of a strategy to expand RACU's intranet and the Internet presence. The Website became an online source for press releases, president's reports, admission information, and contact information for the faculty and administration. The advances of the Internet allowed RACU to enhance its public relations at low cost. Online visitors were encouraged to subscribe to a monthly e-mail newsletter and receive the latest updates about the life of the university.

During this academic year, RACU continued to broaden its identity by affiliating with both local and international organizations. First, RACU became a member of the Association of Non-State Universities (an organization that united private educational institutions in Russia). Second, RACU became an Affiliate Member of the Council for Christian Colleges and Universities (CCCCU). Third, RACU joined the International Association for the Promotion of Christian Higher Education (IAPCHE) (Bowman, 2004).

In light of the law on religious organizations that was passed during this academic year, RACU had to address its registration status. Although RACU was a Christian institution, it was educational in its nature. Most religious organizations that were affected by the new law were registered with the Ministry of Justice. Since RACU had applied for registration as an educational organization with the Ministry of Education (Bernbaum, 1997), the new legislation did not affect RACU's operations.



In December 1997, RACU was granted registration as a non-governmental (private) educational institution with a license from the Ministry of Education for work in the sphere of higher professional education ("Registration and License", 1997). Shortly after, RACU was awarded its operational license. It took almost a year to receive permission to grant undergraduate and graduate degrees and to offer Christian liberal arts. It was only a first step in a 7-year process toward accreditation of RACU's programs.

Meanwhile, the Board of Directors continued discussions about the future development of RACU. On March 24, 1998, the Board of Directors reviewed a 10-year (1996-2006) strategic plan and approved the general direction of the plan in principle, subject to editing and further revision (Trustees, 2004). The plan included the mission statement, RACU's goals, and cultural context of post-communist Russia with a list of challenges, obstacles, strengths, and opportunities. The plan provided 7 priorities:

1. Quality Christian liberal arts undergraduate program
2. Accreditation for the university's undergraduate programs in Russia and internationally
3. RACU as an educational institution that can be replicated and can serve as an alternative academic model for Russian educators
4. Quality graduate programs in disciplines most appropriate to the needs and demands of our students and Russian society
5. Research program at the university that addresses the pressing needs of Russian society from a Christian perspective
6. The university as a center for Christian education in the country
7. RACU's outreach and service to its local neighborhood, the city of Moscow, and throughout Russia

In addition, the plan established developmental goals that included strategies for:

- Developing RACU's academic programs for undergraduates, graduate students, and adult learners
- RACU's financial support and future viability
- Securing adequate campus facilities
- Developing greater sources of North American faculty

Projections for student enrollment and financial support were provided in the supplemental part of the plan (Appendix K).

On March 24, 1998, Board of Trustees also agreed to continue an effort to strengthen RACU's reputation by becoming a member of the Alliance of Universities for Democracy (AUDEM). More than 80 universities were affiliated with this organization at the time, and RACU became the first Christian institution in AUDEM (Trustees, 2004).

### *Students*

Intense student recruitment, networking, and market research contributed to the admission of the second freshmen class at RACU. Enrollment consisted of 45 new students. Eighty-eight students were pursuing undergraduate Christian liberal arts degrees in business and economics, and social work during the 1997-98 academic year. The increase in the size of the student body made clear the need for larger campus facilities.

### *Faculty and Staff*

The increased operation of RACU required additional administrative support for both faculty and students. Since it was only the second academic year, the amount of courses offered (Appendix I) was limited and required a small faculty. However, the

leadership of RACU continued recruitment of qualified faculty to match the development of academic programs.

### *Academic Programs and Curricula*

Since the curriculum of RACU was taught in two languages, the English program has been a prerequisite for all students who do not qualify in English language. Those students who did not have English competencies required for taking courses in English had to spend a year in the intensive English program at RACU prior to taking any classes in a chosen major. As the English program developed, it was reorganized into the Department of Language and Literature. Broersma, who taught English courses since fall 1997 and led the development of the unique English competency test for RACU, became acting chair of the newly created department. Under Broersma's leadership, the academic programs at RACU were further expanded to include a minor in English that was approved by the Board of Trustees on March 24, 1998 (Trustees, 2004).

### *Campus Life*

In September 1997, 85 full-time undergraduate students began their classes on the campus of RACU at the Center for Christian Ministries. During this academic year, the bi-lingual library collection of RACU was expanded with donated books from the personal libraries of Dr. Kent Hill (President of Eastern Nazarene Christian College) and Dr. George Kline, a retired professor from Bryn Mawr College (Ardmore, PA). Kline was one of the most prominent Russian intellectual historians in America (Hill, 1997).

Hill believed that many of the 902 books donated in Russian were particularly valuable, because they provided a Soviet perspective on Russia and the rest of the world. These books were dealing primarily with Russian history, literature, and culture. Additionally, Hill donated 681 books in English. He was also instrumental in acquiring additional donations from Kline (Hill, 1997).

#### Academic Year 1998 – 99

During the third academic year, the Board of Trustees continued to refine long-term development goals for RACU. On November 13, 1998, Bernbaum presented revised and expanded student enrollment projections for 1996-2006 (Appendix K):

- 250 full-time undergraduates by the year 2006
- 100 graduate students by the year 2006
- 650 adult learners in continuing adult education programs by the year 2006

After considerable discussion, the Board of Trustees affirmed the long-term goals. In light of the needs of the Christian community in Moscow, the Board was enthusiastic regarding an extensive adult education program at RACU. However, it strongly endorsed the mission of preparing RACU's undergraduate students for leadership (Furter, 1998a).

On May 14, 1999, Section 4.2 of the charter which required an equal number of Russians and Americans on the Board of Trustees was temporarily suspended for two years. This decision allowed Bernbaum to propose new American candidates to the Board of Trustees. It was necessary to strengthen the Board of Trustees with people

who could contribute both financially and professionally to the development of RACU (Furter, 1999).

Additionally, after a brief discussion, the Board of Trustees agreed to continue its membership in the Euro-Asian Accreditation Association (EAAA) of evangelical schools (Furter, 1999). The membership allowed RACU to participate in an annual EAAA conference and to be listed as an affiliate among Christian higher education institutions in the former Soviet Union in EAAA publications.

### *Students*

In September 1998, 35 freshmen were admitted to RACU; 103 full-time undergraduate students were enrolled in 35 courses. The faculty consisted of 6 American and 13 Russian members teaching an American Christian Liberal arts curriculum in a Russian setting.

During the third academic year, RACU's admissions policy was reevaluated. On May 14, 1999, the Board of Trustees agreed to adopt higher admissions standards to increase the caliber of entering students. As an experiment, the Board of Trustees also agreed to open RACU for non-believers, but limited the number of secular students by 30% ceiling of an entering class. However, this decision required updating the admissions guidelines and developing new remedial programs introducing non-believing students to the foundations of Christianity (Furter, 1999).

Meanwhile, the administration, supported by the Board of Trustees, took a step toward breaking the culture of dependency among RACU students. Since most of the students received scholarships for housing, transportation, and food stipends during the

previous two academic years, the Board of Trustees endorsed the decision of the staff to abolish non-academic scholarships such as living and travel expenses scholarships. One of the other factors behind this decision was the complications of a new Russian tax law that required RACU to pay taxes on all non-academic stipends. This decision saved almost \$17,000 during this academic year. In addition, the Board of Trustees agreed that the standards for financial aid would be linked to academic performance on an individual basis. However, it was also agreed that financial need was to be considered during financial aid decisions to allow truly needy students to remain in the academic program (Furter, 1999).

### *Faculty and Staff*

During summer 1998, RACU's administration underwent a regime change. After three years, Clark, the founding provost who played a key role in putting together RACU's first curriculum and catalog, and his wife, Susan, who helped with "behind the scenes" work as Director of Student Affairs and Public Relations, fulfilled their 3-year commitment to RACU. The Clarks had given RACU strong leadership during its formative years. The two most significant contributions of the Clarks to RACU were the development of RACU's student body structure and governing policies (Bernbaum, 2004a). After three years of work in Russia, Clark took the position of Provost at Geneva College (Beaver Falls, PA). Susan Clark went back to America a few months later, but continued her work as the Assistant to the President. She continued helping Bernbaum with foundation proposals and recruitment of new faculty (Bernbaum, 2004a).

Clark was replaced by Hannes Furter, a South African who had taught and served as Academic Dean at St. Petersburg Christian University in St. Petersburg, Russia. Furter was appointed as RACU's new Executive Vice President and CEO. Furter's wife, Annamarie, became his personal assistant. This new addition to the leadership of RACU was especially valuable because the Furters had worked in Russia for four years, were committed to a long-term ministry, and knew the Russian language (Bernbaum, 2004a).

Since the Board of Trustees agreed to change the admission policy to accept secular students, the Board of Trustees discussed whether or not every faculty member must be a committed Christian to teach at RACU. Although the Board of Trustees remained committed to hiring Christian faculty, it passed an exception that allowed the administration to appoint and carefully monitor non-Christian faculty for one semester if a believer could not be identified as faculty. The Board of Trustees agreed with Dennis Hoekstra who suggested that foundational courses must be taught by Christian faculty only (Furter, 1999).

In spring 1999, Pamela Indahl, MSW, who had taught English and social work courses since 1996, was appointed as Chair of the Social Work Department. She began to manage the expansion of this fast-growing department while developing social work curricula integrated with Christian values and compliant with requirements of the Russian Ministry of Education. Together with Broersma (Chair of the English Language Department), Bernbaum (Acting Chair of the Business and Economics Department), and Furter (Provost), Indahl became a member of the newly created Academic Policies Committee (Furter, 1999).

During this academic year, the faculty of RACU continued to grow. Although many new faculty were added (Appendix I) to teach an increased number of courses, the majority of the new faculty were part-time Russians. Most of RACU's full-time faculty were Americans. However, the leadership of RACU continued to search for qualified full-time Russian faculty candidates.

### *Academic Programs and Curricula*

On November 10, 1998, as part of an ongoing evaluation of academic programs at RACU, the business curriculum was reviewed in light of the needs and demands of the Russian marketplace. The results of this business education consultation revealed that RACU's business curriculum required simplification. Based on specific suggestions, the Board of Trustees determined that fewer elective courses and more general management courses needed to be offered in the Business and Economics Department. In addition, the emphasis on English language and computer skills as a goal of the business curriculum was reconfirmed (Trustees, 2004).

Although the leadership of RACU wanted to develop a graduate business program, the lack of resources prohibited further development in this area. Since the undergraduate program required heavy subsidies for the foreseeable future, it was agreed by the Board of Trustees that no programs that could not pay for themselves would be added to the academic curricula of RACU at that time (Trustees, 2004).

During and after the spring 1999 semester, RACU offered 3-week modules in May, June, and July. American faculty from RACU's 11 partner colleges and universities taught these courses.



By the end of the academic year, students attended classes taught by approximately the same number of Russians and Americans, which was one of RACU's goals as a bi-national university (Bernbaum to Bakke on March 11, 1999).

Meanwhile, Obrovets led the effort to acquire RACU's state accreditation. In his report to the Board of Trustees on May 14, 1999, he recommended that RACU go through three stages: 1) self-evaluation, or attestation; 2) an evaluation by the Ministry of Education Committee; and 3) review by the Council of the Ministry of Education responsible for accreditation of non-government institutions of higher education in Russia. However, the accreditation process could not be initiated prior to RACU's first graduation. The Board of Trustees agreed to postpone the review of the plan for self-evaluation process until the 2000-01 academic year (Trustees, 2004).

### *Campus Life*

In fall 1998, RACU and New Life Bible College (Moscow, Russia) jointly opened a cafeteria in the Center for Christian Ministry. A hot meal service became available to students of RACU at affordable prices (Furter, 1998b).

Meanwhile, the student newspaper began to be issued on a bi-monthly basis. It was used to communicate important events, tell stories, and inform RACU's growing community. The growth of the student body significantly stretched RACU's physical plant. Three classrooms, a small computer lab, a shared library, and cafeteria were no longer comfortably accommodating 103 students. The need for space had become one of RACU's principal concerns.

During the spring 1999 semester, RACU introduced its chapel requirement. The Board of Trustees approved Elliott's recommendation for required chapel for students. The administration was made responsible for making the chapel time strategically located during the week (Trustees, 2004).

#### Academic Year 1999 – 2000

In fall 1999, an outside consultant, Professor Barney Erasmus (University of South Africa (UNISA), Muckleneuk, Pretoria), evaluated RACU's academic programs. The evaluation report, jointly prepared by Erasmus and Furter and presented to the Board of Trustees on November 5, highlighted pressing staff needs at RACU. In light of the recommendation for new financial policies, the report encouraged RACU's leadership to develop adult educational programs as a potential revenue stream. The report also stressed the need to ensure the academic quality of RACU's programs that were under long-term development (Furter, 1999).

During fall 1999, a new Russian Constitutional Court decision regarding the draft deferment was passed. RACU and other unaccredited educational institutions were denied the right to offer draft deferments for their male students. The official decision limited the numbers of prospective male students and forced some of the enrolled male students to take academic leaves for the duration of the draft. Under the leadership of Obrovets, the accreditation process that began with the self-attestation of RACU was accelerated (Furter, 1999).

In the beginning of the new millennium, RACU began to look for a new identity. On May 12, 2000, the Board of Trustees reviewed the original drafts of a new logo and agreed that it better presented RACU's new image to all audiences (Figure 4).



*Figure 4.* RACU logo (2000).

The new identity of RACU required a new approach to leadership. On May 12, 2000, the Board of Trustees approved new responsibilities and guidelines for the trustees of RACU that introduced an annual evaluation of the Board of Trustees members and RACU's leadership. Since Bernbaum served in two major roles as RACU President and Board of Trustees Chair from the establishment of RACU, the increased

load of responsibilities and physical limitations led him to relieve himself of the Board Chair role and serve as RACU President (see the position description in Appendix L).

In addition, Bernbaum encouraged the expansion of the Board of Trustees to address new developments of RACU. He proposed that committees be established to supervise a variety of RACU's academic programs (Trustees, 2004).

On May 12, 2000, the Board of Trustees evaluated the report of Obrovets about the accreditation process. After discussion of the Russian state standards, the Board of Trustees agreed that RACU would apply for state approval of its major academic programs (Trustees, 2004).

### *Students*

During the fourth academic year, RACU had 110 undergraduate students enrolled in full-time studies: 43 freshmen, 29 sophomores, 25 juniors, and 13 seniors.

After a significant decrease of financial aid to students, almost a triple reduction of subsidies for students' metro passes, and a 50% decrease in hourly wages for students in work-study programs, the Chair of the Student Council, Sergei Kladoy, reported concerns of students to the Board of Trustees. In addition to financial difficulties, students needed a first aid center on the campus of RACU and desired that RACU's accreditation be achieved as soon as possible (Trustees, 2004).

Following the pattern of Russian state universities, the Board of Trustees invited a representative of the Student Council for future meetings to continue direct communication with the student body. After the Board of Trustees discussed student

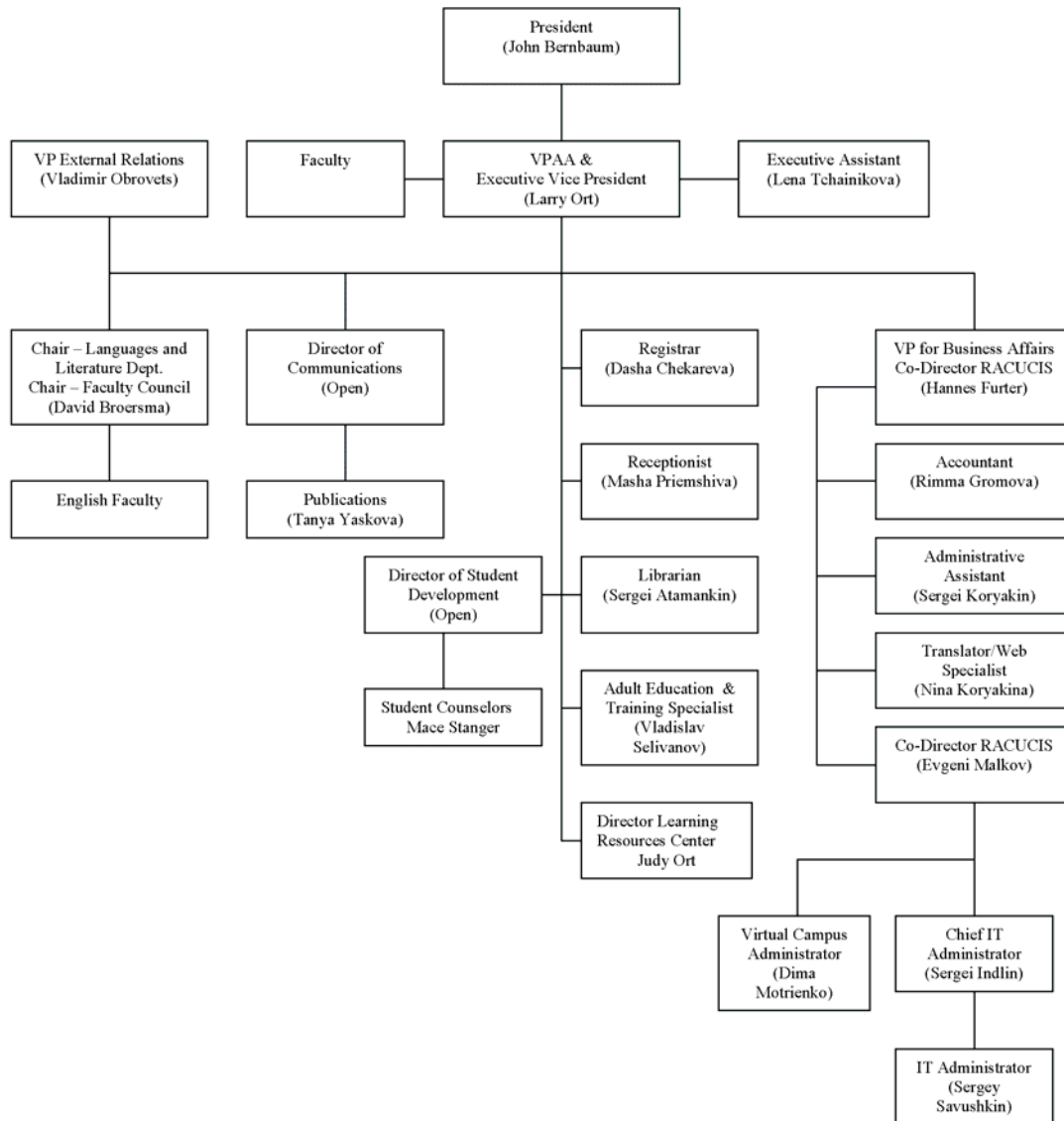
concerns that were presented, it was decided to formally reply to each of these concerns through Furter within a month (Trustees, 2004).

### *Faculty and Staff*

In addition to expanding the Board of Trustees, creating numerous task-force committees, and adding new faculty, RACU needed a new chief administrator who could lead RACU staff into the new millennium. On July 1, 2000, Dr. Larry Ort became Vice President for Academic Affairs.

After two years of service, Furter resigned from the position of Executive Vice President and CEO. Both Furter and the leadership of RACU came to a mutual agreement: the university needed a new executive administrator who would continue the development of RACU during this difficult time of growth (Bernbaum, 2004b).

By the end of the 1999-2000 academic year, Ort completely transitioned into his new role as an administrative leader. During Ort's initial interviews with faculty and staff, he encouraged them to share their ideas, hopes, and concerns. As a direct response, numbers of changes in RACU's organizational structure (Figure 5) were implemented. Among other changes, the Academic Council began its work at RACU, new and updated job descriptions were developed for all key positions, the accountability level was raised, and leadership was provided.



*Figure 5. Organizational structure.*

In response to a call for higher standards, the staff developed and adopted a Statement of Customer Service at RACU (Appendix M). By the end of 1999-2000 academic year, the faculty and staff expressed their support for Ort and experienced high morale and excitement about major administrative changes at RACU. They were willing to work hard to make the new changes at RACU a reality (Ort, 2000b).

### *Academic Programs and Curricula*

In addition to internal leadership, Ort invested time and effort into external relationships with the corporate contacts of RACU. As a result, many difficulties with the placement of students into internship programs at corporations like Mars, Caterpillar, and Unilever were removed (Ort, 2000b).

Although the development of academic programs was a priority at RACU, some new initiatives like the distance learning program were put on hold due to the need for self-attestation and accreditation of existing courses. However, the English major program and the evening business-economics programs continued to be developed. Meanwhile, several meetings were held to determine the changes needed in current academic programs to bring them in line with accrediting standards.

During this time, RACU began a new search for a qualified faculty member who would become Chair of the Business and Economics Department. In view of self-attestation (a Russian term for evaluation) and accreditation, filling this position was essential to the future development of the Business and Economics Department at RACU.

### *English Language and Literature Program*

During this academic year, Broersma wrote a proposal for an English language and literature major (Broersma, 2000) to be added to the academic programs at RACU. He saw the need for strengthening and deepening existing programs by adding another degree option that appealed to a great number of prospective students seeking knowledge of English language and literature.

The proposed program was designed to prepare students for work in translation, teaching English as a foreign language, and offering various types of bilingual support for multi-national corporations or ministries (Broersma, 2000).

By the end of this academic year, RACU offered all necessary courses and made possible the completion of all four years of business and economics (Appendix N) and social work majors (Appendix O) (RACU, 2000).

On May 12, 2000, the Board of Trustees agreed to establish distance education (DE) and continuing adult education programs (CAEP) under the auspices of RACU's Center for Information Systems (RACUCIS) (Bernbaum, 2001c).

### *Campus Life*

During this academic year, several major changes affected the life of the university. In response to significant growth of the student body and the requirements of accrediting standards for an adequate campus, the administration of RACU moved its operations to the Center for International Education owned by Moscow State University (MSU). In September 1999, RACU changed its location by moving the English Language and Literature Department to the newly leased MSU campus facilities.

During the winter break, most of the academic and administrative operations were also moved to RACU's satellite location at MSU. However, the information technology (IT) department and the library remained at the Center for Christian Ministries. And both of these services of RACU gained needed expansion of their facilities. Students were forced to spend more time commuting between the two locations. Later, in spring 2000, the library was also relocated to rented facilities at



MSU. All these changes were a part of RACU's efforts to meet its growing facility needs and to conform to state accreditation requirements.

During this academic year, Ort identified student development as one of the major concerns for RACU. He believed there was a real need for RACU's students to develop more deeply in spiritual, professional, social, and cultural spheres of Christian liberal arts education. Ort was eager to raise the level and condition of RACU's graduates who were getting ready for the marketplace. That is why he initiated another search for a qualified staff member to take the position of student development officer (Ort, 2001).

#### Academic Year 2000-01

In the early stages of RACU's development, the Board of Trustees met on the premises of the university. From the foundation of RACU, American members of the Board traveled from the US to Russia to be present at the Board of Trustees' meetings. Bernbaum suggested that in recognition of the bi-national character of RACU the location of the Board of Trustees meetings should be changed beginning in November 2000. The Board of Trustees approved a new arrangement to hold the fall meetings (usually in November) in the US and the spring meetings (usually in May) in Russia (Trustees, 2004).

On November 16, 2000, the Board of Trustees made a discussion about a tuition increase. In light of the significant financial impact on RACU's students from areas outside of Moscow who were struggling the most financially, the Board of Trustees agreed not to raise tuition until RACU was accredited (Ort, 2000a).

On November 17, 2000, a Compensation Committee was formed to review the CEO's salary and benefits. After review and discussion, the Committee reported to the full Board of Trustees by means of a telephone conference call (Ort, 2000a).

On May 1, 2001, the Board of Trustees approved by e-mail a second two-year extension of the suspension of Section 4.2 of the Charter that requires an equal number of Russians and Americans on the Board of Trustees. RACU continued its struggle to find new qualified and financially capable Russian Christian executives who had a passion for Russian Christian liberal arts education (Trustees, 2004).

### *Students*

The largest first-year class in the 6-year history of RACU was recorded in 2001. Admissions received over 100 new applications. After all prospective students had a series of entrance examinations and personal interviews, 39 students qualified to begin their first-year courses. The entering students demonstrated a high level of practical English skills. However, 25 students had to enroll in the pre-university intensive English language program before they could enter the four-year undergraduate programs offered in Russian and English. Sixty-four new students were accepted.

The end of this academic year was marked by a celebration on May 19, 2001. The first commencement of RACU began at 2 p.m. on the campus of the Russian Friendship Peoples' University (RFPU) (Bernbaum, 2001b).

On that day, 11 business and economics students, along with 8 social work students, participated in the graduation ceremony. After demonstrating competences in the English language, computer skills, personal communications, and general

knowledge of Christian, democratic, and free market values, these students proved that they were qualified as specialists in the fields of business and economics, and social work with minors in English. RACU granted its first graduating class diplomas that certified that these graduates were ready to enter the Russian market place as specialists.

### *Faculty and Staff*

During this academic year, RACU hired Dr. Albert Van Houwelingen as the Chair of Business and Economics Department and Dr. Donoso Escobar as the Chair of the Social Work Department. Two new faculty and several staff, including a new office manager, Natalia Pletnyova, joined RACU's team (Ort, 2001).

Meanwhile, Ort transitioned into the position as Prorector and Chief Operating Officer at RACU (Ort, 2001). He continued to provide strong leadership to the faculty (Table 7) and staff while developing relationships with Russian officials, local corporations, and members of the American Chamber of Commerce (Ort, 2001). However, Ort's primary attention was directed toward improving the curriculum and meeting the requirements of the Russian Ministry of Education for the accreditation of RACU.

Pletnyova was hired to take control of certain time-consuming administrative tasks, which enabled Ort to concentrate on providing more time for leadership and development. She demonstrated her competency in managing RACU's staff during summer 2001 when Ort was in the US (Bernbaum, 2001d).

Table 7

*Faculty (2001)*

	<i>Name</i>	<i>Rank</i>	<i>Semesters</i>	<i>Degree</i>
1	Solodovnikov, Vladimir	Professor of Phil. & History	10	Ph.D.
2	Broersma, David	Professor of English	9	Ph.D.
3	Bogdanova, Olga	Professor of Russian Lit.	7	Ph.D.
4	Zaichenko, Alexander	Professor of Economics	7	Ph.D.
5	Selivanov, Vladislav	Professor of Economics	6	Ph.D.
6	Clark, Stanley	Vice Pres. Geneva	5	Ph.D.
7	Burikin, Igor	Professor of Math.	4	Ph.D.
8	Ludmila, Girko	Professor of Sociology	4	Ph.D.
9	Ort, Larry	VPAA	4	Ph.D.
10	Sairsingh, Krister	Professor of Religion	4	Ph.D.
11	Obrovets, Vladimir	Vice Pres. External Aff.	3	Ph.D.
12	Torokhty, Vladimir	Dean of SW Dept.	3	Ph.D.
13	Abramyan, Erna	Professor of Social Ecology and Anthropology	2	Ph.D.
14	Gambarov, Georgy	Head of Analytical Section	2	Ph.D.
15	Kargina, Irina	Assoc. for Spiritual Renewal	2	Ph.D.
16	Balaeva, Olga	Professor of SW Mgt.	1	Ph.D.
17	Glanzer, Perry	Professor of History	1	Ph.D.
18	Ressler, Lawrence	Summer Faculty	1	Ph.D.
19	Chevyakova, Galina	Professor of Economics	1	Ph.D.
20	Elliott, Mark	Board of Trustees	1	Ph.D.
21	Motrenko, Dmitry	Computer Web Training	2	NA
22	Goryacheva, Maria	Law Degree	1	ML
23	Law, George	Management School	1	MBA
24	Royer, Kyle	Board of Advisors	1	MBA
25	Walker, Frank	Asst. Prof. of Accounting	1	MBA
26	Malkov, Eugeny	Professor of Info. Tech.		MA
27	Thornberg, Catherine	Professor of English	10	MA
28	Grubi, Michail	Professor of English	6	MA
29	Vdovin, Sergey	Professor of Inf. Tech.	4	MA
30	Wozniuk, Peter	Summer Faculty	3	MA
31	Krotov, Alexander	Professor of Info. Tech.	3	MA
32	Apatov, Yury	Exec. Secretary	2	MA
33	Ruslan, Nadyuk	Professor of Psychology	7	Th.M.
34	Shevkun, Oleg	Professor of Translation	1	Th.M.
35	Vermillion, Diana	Professor of Health	2	BS
36	Nosov, Michael	Professor of New Testament	1	BS
37	Roslyakova, Nelly	Prof. Of Russian Lang.	8	BA
38	Arkebauer, Joyce	Professor of English	4	BA
39	Kondrashova, Natalya	Professor of English	4	BA
40	Rybochkina, Julia	Professor of English	4	BA
41	Smyslova, Ekaterina	Professor of Law	3	BA
42	Tubyanskaya, Irina	Economics and Finance	3	BA
43	Malkov, Anton	Economics degree	2	BA
44	Chernishev, Oleg	Prof. of Fine Arts	2	BA
45	Lessman, Neil	Business Admin. Degree	1	BA
46	Diepstra, Stephene	Social Work, Summer Faculty	1	NA
47	Zwaanstra, Mary	Summer Faculty, SW	1	NA

*Note:* From Savushkin (2001).

*Academic Programs and Curricula*

On November 16, 2000, the Board of Trustees approved an Adult Education

Program Initiative. This trial bachelor of arts (BA) in the adult and continuing education program was designed to be offered in the evenings and on weekends. It focused on the business and economics program with a Christian perspective in every course (Trustees, 2004).

While focusing on new initiatives, the Board of Trustees was dedicated to strengthening existing academic programs. Nine months after the initial proposal for an English language major, the Board of Trustees approved this new academic program and gave permission to hire additional English professors and begin an advertising campaign (Trustees, 2004).

Since the Language and Literature Department of RACU had an established infrastructure and had an English minor program already in place, it was well prepared for this anticipated expansion.

### *English Major Program*

The English major shared the general core requirements with the rest of the academic programs in RACU. The major requirements included a combination of English literature and linguistics with a specialization in an applied field. After completing the general core courses, and the English major core, students were able to choose the specialty in translation, or teaching English as a foreign language (TEFL) (Broersma, 2000).

Students of translation were required to complete courses in oral and written translation with two additional courses in translation for business or social work. In addition, they had to complete a translation practicum. Similarly, students with a TEFL

specialty had to complete all courses in theory and methodology of TEFL, including a teaching practicum (Appendix P).

In May 2001, RACU experimented with a new course format offered in a 3-week module. Professor Frank Walker from Lee University (Cleveland, TN) offered an intensive course in accounting to 12 American students from Lee University and Russian students from RACU. Although American students lived in a Moscow hotel, they spent their spare time with their Russian classmates.

Professor Beryl Huguenot from Calvin College (Grand Rapids, MI) taught another module in social work. His American students from Calvin College lived in the homes of RACU students who were taking the same intensive course. Both modules were the first joint courses with RACU's partner colleges in the United States (Bernbaum, 2001d).

During this year, in addition to the regular undergraduate programs, RACU began offering the business and economics evening program with intensive study of the English language. (Bernbaum, 2001d).

In fall 2000, the faculty participated in a workshop Promoting Academic Excellence. During the two and a half hour meeting, the faculty reviewed strategies for academic assessment and the use of syllabi. Ort presented a handout (Figure 6) that described RACU's strategy for promoting academic excellence (Ort, 2000c).

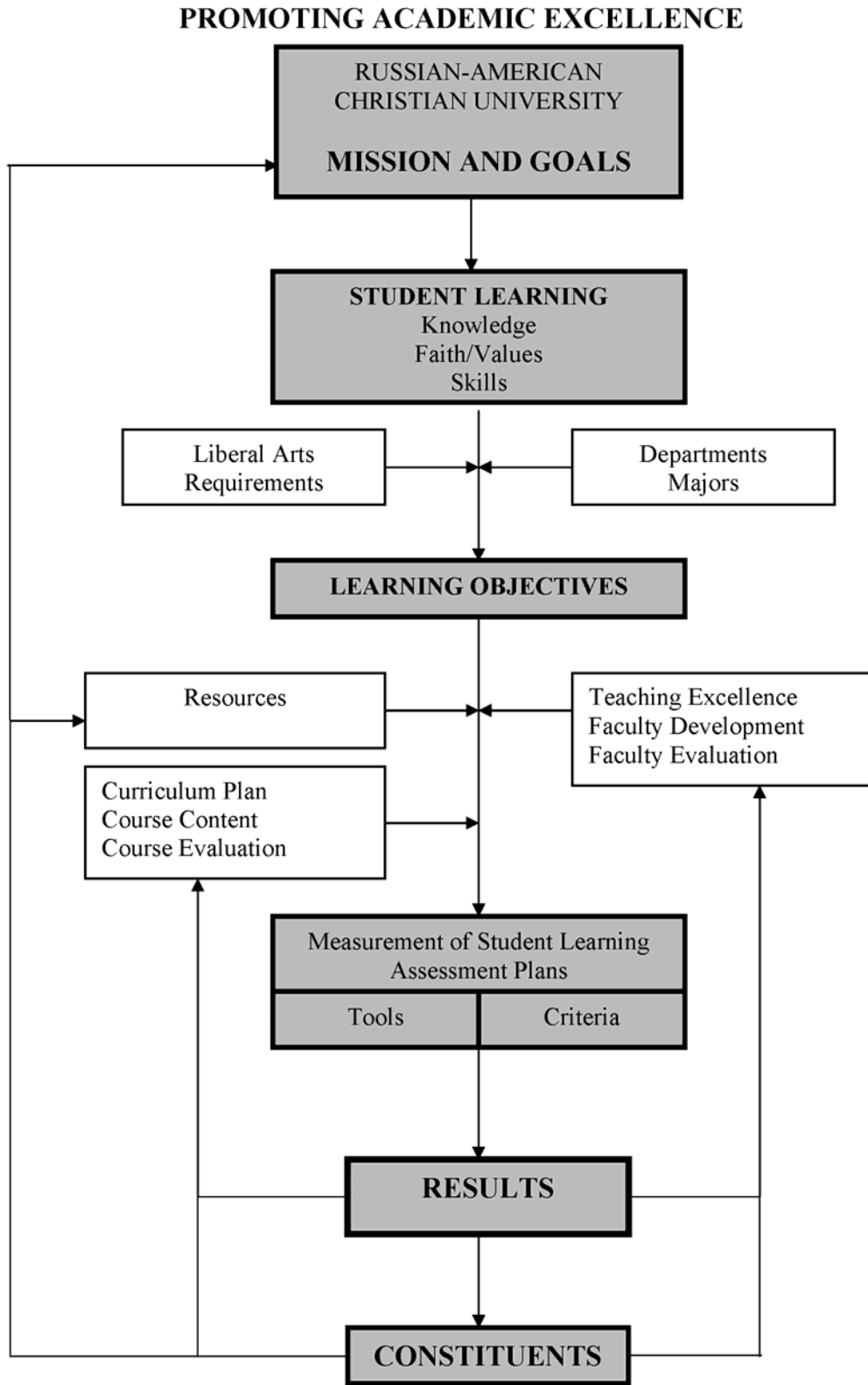


Figure 6. Promoting academic excellence.

### *Campus Life*

During summer 2001, RACU was able to obtain one of the last pieces of property available in Moscow. A long-term lease contract for a period of 49 years for 32,000 sq. m. of the land near Babushkinskay Metro station was signed on June 9, 2001 (Koryakin, 2001).

On May 18, 2001, the Board of Trustees formed a task force of Howard Dahl and Milt Kuyers, who became advisors to the president on issues related to the design and construction of new campus facilities.

### Academic Year 2001 – 02

In the beginning of the sixth academic year at RACU, the foundation for major developments was laid out in a strategic plan to establish RACU's physical presence in Moscow. On September 28, 2001, the Board of Trustees for RACU/US, Inc., approved the building plans and the capital campaign budget for the new campus facilities.

To continue promoting and establishing its good reputation in Moscow, RACU and the Russian Peoples' Friendship University (RPFU) held a conference on The Russian Idea. On January 24, 2002, several scholars from RACU and RPFU presented their reports on the identity of Russia as a nation. A lively discussion followed presentations that generated significant interest. Both universities decided to continue this collaboration and scheduled a follow-up conference for fall 2002 (Bernbaum, 2002b).

Meanwhile, the leadership of RACU was going through restructuring and reorganizing (figure 7). On November 9, 2001, the Task Force on Compensation was



# **RUSSIAN-AMERICAN CHRISTIAN UNIVERSITY ORGANIZATION CHART**

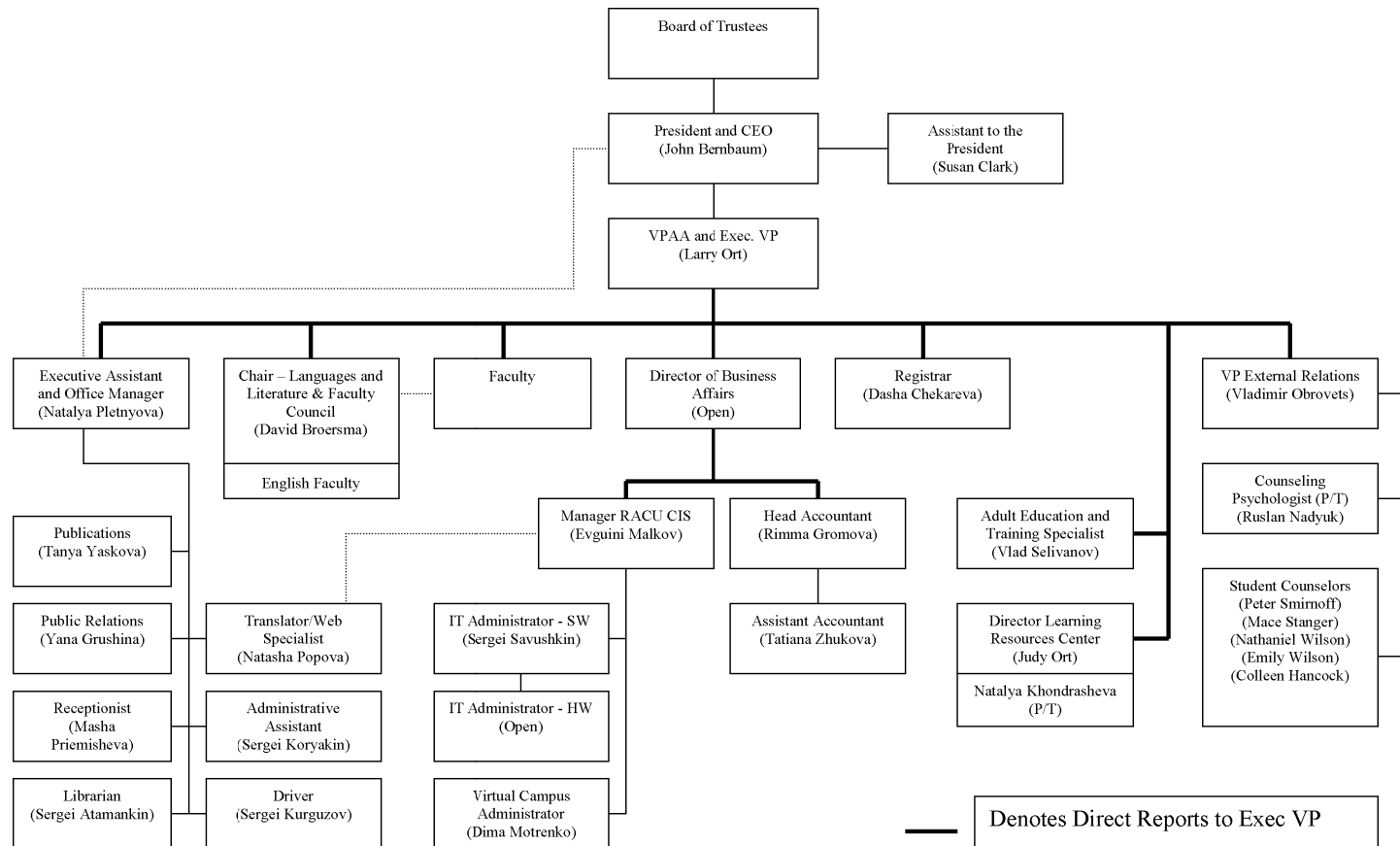


Figure 7. Organization chart.

reconstituted as the Finance Committee of both the Board of Trustees of RACU and the Board of Trustees of RACU/US, Inc. (Trustees, 2004). This change united the members from the two Boards in an integrated committee comprised of Dahl, Kuester, and Kuyers.

In addition, the Board of Trustees formed an Executive Committee. Bernbaum, Zaichenko, and Dahl (who was elected Chair of the Finance Committee) became the first members of the interim Executive Committee (Trustees, 2004).

### *Students*

After six years of operating full-time undergraduate Christian liberal arts programs, RACU's student body continued to grow. During this academic year, 33 new students were enrolled. The entering class consisted of 14 applicants who passed the English examination and 19 students who studied at RACU in the intensive English program.

In the beginning of this academic year, RACU had 135 enrolled full-time students: 48 business and economics majors, 39 social work majors, and 17 English majors. The remaining 31 students were in the intensive English language program (Bernbaum, 2001d).

The students at RACU were mainly from Protestant denominations. Since RACU was founded as a Christian liberal arts university that adhered to historical Christian values, it mostly attracted students who actively attended evangelical churches. During this academic year, however, 9% of the enrolled students reported an affiliation with Russian Orthodox churches.

During this academic year, a total number of enrolled undergraduate students reached 140: 32 freshmen, 26 sophomores, 18 juniors, and 32 seniors (Registrar, 2002).

Almost 51% of all enrolled students at RACU were from the Moscow region. Another 41% of the students were from other parts of the Russian Federation (Bernbaum, 2002b). Only 8% were from the Commonwealth of Independent States (CIS), which was formed on December 12, 1991, when the three presidents of Russia (Boris Yeltsin), Ukraine (Leonid Kravchuk), and Belorussia (Stanislav Shushkevich) ended the USSR (Clendenin, 1992).

To study at RACU, all enrolled RACU students had to pay tuition for their education. However, from the very beginning, academic programs at RACU were subsidized from private sources in North America. RACU students were required to pay only 20% of the real cost of their education. In addition, many students received scholarships and financial aid.

On November 9, 2001, the Board of Trustees reviewed and discussed the results of Konstantin Petrenko's report on students' satisfaction with tuition payments and the quality of education at RACU (Trustees, 2004). In addition, Bernbaum shared with the Board of Trustees that it was apparent that Russian students expected Western Christians to pay for their education and that a significant number believed they were owed this education. It was also reported that some students believed they had no obligation to pay even 20% of the real cost of their education. In response, the Board of Trustees assigned Zaichenko to work with Petrenko to expand the results of this study and broaden its scope. The Board of Trustees also agreed to make clear changes in the

student policy handbook at RACU and decided to obligate students to pay what they owed beginning from the next academic year. It was decided to reduce discounts offered through scholarships and work-study to less than 50% (Trustees, 2004).

Additionally, during the Board of Trustees meeting, Ort presented the proposal for the admission of full-time American students to RACU. It was reviewed and approved following the seven terms and conditions outlined in his proposal (Trustees, 2004).

### *Faculty and Staff*

During this academic year, the leadership of RACU continued to search for new qualified full-time Russian Christian faculty. It was one of the most urgent needs at this time of the development of RACU. The lack of candidates prevented RACU from having a balanced bi-national faculty. The majority of the full-time faculty at this time was from America. Most of them brought external funding from abroad. Russians, on the other hand, represented the majority of the part-time faculty and were primary hired by RACU as the employees (Table 8).

During these hard times for RACU, everything within the university was tested. One of the indications that RACU's organizational culture was stressed and in need of change was the unsolicited report of Pamela Indahl. As the former Chair of the Social Work Department, Indahl was also actively involved as a full-time faculty member from 1996-99. From 1999 through 2002, she continued to teach during summer three-week modules.

Table 8

*Faculty (2002)*

<i>Name</i>	<i>Courses</i>
Balaeva Olga	Management in Social Work
Bogdanova Olga	Intro to Study of Literature, Russian Literature
Broersma David	Advance Academic English, Practicum in Tutoring English
Burikin Igor	Mathematics II s, Mathematics II b
Chernyshov Oleg	Appreciation of Fine Arts, Honors Art Seminar
Chervyakova Galina	Economics in SW
Dowdey Ruth	German Language I, German Language II
Escobar Donoso	Conflict Resolution and Mediation
Gambarov Georgy	Statistics in Business I
Girko Ludmila	Political Science
Grushina Yana	Business English
Horosheva Svetlana	Sports
Kargina Irina	Sociology II
Koshelev Igor	Intermediate English (Evening)
Kozlovskaya Tamara	Introduction to Linguistics
Krotov Alexander	Management Info Systems
Malkov Evgeny	Social Informatics
Nadyuk Ruslan	Psychology II, Psycho Diagnostics
Obrovets Vladimir	Natural Sciences I
Roslyakova Nelly	Composition I, Composition II
Rybochkina Julia	Advance Academic English I
Saisingh Krister	Senior Ethics Seminar, Christian Perspectives on Learning
Scherbakov Mickail	Biblical Literature II: NT
Selivanov Vladislav	Microeconomics I
Smith Al	American History
Smyslova Ekaterina	Social Law
Solodovnikov Vladimir	History of Russia, Philosophy
Thornberg Cathy	Advance Academic English II
Torohty Vladimir	Social Welfare Policy Analysis, Research Methods in Social Work
Van Genderen Eric	Human Resource Management, Principles of Management
Vermillion Diana	Health
Wilson Emily	English for Social Workers
Zaichenko Alexander	Business Ethics
Zheltuhina Nadezhda	Advance Academic English II

*Note:* From Priemisheva (2002).

On July 30, 2002, all members of the Board of Trustees received the Indahl report. This 54- page document reported on the state of internal affairs at RACU. Indahl

initiated and personally presented the report to the Board of Trustees via e-mail. She sincerely believed that RACU needed major internal changes.

The purpose of her report was to convince the Board of Trustees to hire an independent audit organization to conduct a full and complete organizational audit and to diagnose strengths and weaknesses at RACU. She believed that an independent audit of RACU would identify areas in need of redirection or reform. To address all the charges raised in Indahl's report, the Board of Trustees agreed to request an independent audit.

### *Academic Programs and Curricula*

In fall 2001, after Ort finished hiring additional staff (see Table 9 for a complete list of staff for this academic year) and faculty, a new program for working adults was launched. On October 15, 2001, RACU began its first adult education courses in Business and Economics (Ort, 2001).

During this academic year, RACU had to renew its five-year educational license. On January 21, 2002, RACU submitted the results of its self-evaluation to the Ministry of Education of the Russian Federation. In addition to the renewal of the right to conduct educational work in the area of higher professional education and award a bachelor of arts degree in social work and economics, the founders of RACU requested authorization to award a bachelor of arts degree in philology.

While implementing the strategy plan for development, RACU continued its quest for state accreditation. Dr. Erna Abramyan was appointed as Assistant Provost to secure Russian Ministry of Education accreditation (Bernbaum, 2002b). She took the

Table 9

*Staff (2002)*

<i>Name</i>	<i>Position</i>
Abramyan Erna	Secretary of the Academic Council
Atamankin Sergey	Librarian
Bernbaum John	President
Broersma David	Chair of Linguistics
Chekareva Darya	Registrar
Clark Susan	Helper for the President
Escobar Donoso	Chair of Social Work
Gromova Rimma Nikolayevna	Chief Accountant
Grubaya Nadezhda	SW Student Internship Coordinator
Gubanova Evgenia	Registrar
Grushina Yana	Public Relations Coordinator
Houwelingen Albert	Chair, BE Department
Koryakin Sergey	Administrative assistant
Koryakina Nina	Interpreter
Kurguzov Sergey Alexandrovich	Driver
Malkov Evgeny Nikolayevich	Chief of IT Department
Motrenko Dmitry	Web-designer
Nadyuk Ruslan Ivanovich	Counselor
Obrovets Vladimir Vasilievich	Vice-president for External Affairs
Ort Judy	Prorector Assistant
Ort Larry	Prorector
Pletnyova Natalya	Office Manager
Popova Natalya	Receptionist
Priemisheva Maria	Receptionist
Savushkin Sergey	IT Administrator
Shokova Elena	Interpreter
Smirnov Peter	Students Affairs
Stanger Mace	Students Affairs
Terekhov Ilya	IT Administrator
Timmerman Gary	Students Affairs
Torohkty Vladimir Sviridovich	Interim SW Department Chair
Wilson Nathaniel	Students Affairs
Wilson Emily	Students Affairs
Yaskova Tatyana	Publications Administrator
Zhukova Tatyana Viktorovna	Accountant

*Note:* From Priemisheva (2002).

lead to guide faculty and staff of RACU to meet successfully the Ministry of Education requirements for full state accreditation.

Meanwhile, RACU was also looking for opportunities to expand its academic programs. On May 17, 2002, Ort and Smyslova suggested that Christians and non-profit organizations may have a need for legal assistance and may desire to influence and participate in the drafting of state policies in Russia. They submitted a proposal for a law feasibility study seeking to identify a need for an undergraduate program in jurisprudence for RACU. The Board of Trustees granted approval to conduct the proposed feasibility study on the condition that external funding and internal leadership be located. (Trustees, 2004).

### *Internships*

In addition to the curriculum that was designed to achieve RACU's mission of developing and equipping future leaders in Russia, a special place at RACU was given to student internships. During the past academic years, the administration of RACU attributed great importance to the selection of appropriate internships for each student. Various factors like the job descriptions and actual places of internship (factory, office, organization), the students' academic progress, the working hours at the internship sites, the amount of the student's credit hours and class schedules, personal preferences and opportunities for the students, and the possibilities of further employment after applicants graduated from RACU, were considered in selecting every individual internship (Broersma, 2002).

### *Campus Life*

During RACU's second commencement, on May 18, 2002, 25 graduates received their diplomas. Seventeen new business and economics and 8 social work



alumni joined the ranks of RACU graduates.

During this time, the need for a larger campus facility was pressing. RACU had outgrown its leased facility in view of meeting the needs of a steadily increasing student body (Ort, 2001). The land for the new RACU campus was acquired in summer 2001 and the leadership of RACU wanted to break ground in March 2002. However, the struggle with local contractors and city officials complicated the matter and delayed the construction of RACU's new campus facilities.

On May 17, 2002, as part of its ongoing re-evaluation and in response to the discussion about RACU's campus facilities, the Board of Trustees commissioned Rich Dean, an attorney at Coudert Brothers and a RACU Trustee, to investigate RACU's legal status and its compliance with most recent Russian laws (Clark, 2002).

After a thorough examination, RACU was recommended to correct part of its lease agreement with Moscow State University (MSU) that was not covered by the legal lease contract. The administration of RACU took immediate action and initiated renegotiation of no lease and hard cash payments to the MSU Administrator arrangement (Bernbaum, 2002a).

However, the administration of the MSU Center for International Education refused to make legally acceptable changes. Because of an altercation, RACU was given three days to leave the premises of the MSU facilities. Since leased MSU facilities accounted for 85% of RACU's campus, the evacuation of all academic programs during the middle of the spring 2002 semester back to the Center for Christian Ministry created a facilities crisis. Under the leadership of Ort, the mobilization of all available space began. RACU's staff was packed into the few offices at the Center for Christian Ministry.

Temporarily, students filled the auditoriums above their capacity to cope with the existing crisis. All faculty were encouraged to use their residences as offices.

Fortunately, a temporary arrangement with New Life Bible College (NLBC) located at the Center for Christian Ministry was made. RACU was able to rent NLBC's facilities from the late afternoon until late evening. This short-term solution enabled students to finish the spring 2002 semester and two 3-week modules in May and June. Meanwhile, the search for a new suitable campus facilities began. The administration of RACU planned to find a new facility for rent by the beginning of the 2002-03 academic year.

On August 15, 2002, the 4-year lease contract for new campus facilities on the territory of the Moscow Silk Corporation was signed by Ort (Koryakin, 2002). The move into the new facility began immediately. Since the newly leased facilities were acceptable, but were not yet ready to accommodate immediate academic needs, a lot of renovation work took place before and during the beginning of the new academic year.

#### Academic Year 2002 – 03

In response to Indahl's report, two independent experts appointed by the Executive Committee of RACU arrived on the RACU campus on October 5, 2002. The bi-national audit team consisted of Vladimir Ryaguzov and Dennis Hoekstra. During a 5-day visit, they conducted an investigation that included a review of Indahl's charges. After the series of interviews with students, staff, and faculty, and detailed analysis of related documents, the audit team prepared a report to the Board of Trustees. On

November 1, 2002, the Board of Trustees expressed unanimous consent regarding the final report (Appendix Q) of the independent audit conducted.

During the Board of Trustees 2-day meeting on October 31, 2002, several important changes in the government of RACU were approved. During this year, one of the founders of RACU, Peter Deyneka, died. Since the original RACU foundation agreement listed 4 Russian and 2 American founders, there was a need to revise the list of founders and their roles.

With the legal advice of Coudert Brothers represented by Maria Sandikova, the Board of Trustees agreed to update RACU's charter and clarify the roles of the founders vis-à-vis the trustees.

During the review of the original foundation agreement, it was noted that the words "Christian liberal arts institution" were not included. Since these words were critical to identity RACU and used in the original draft of the charter, the Board of Trustees agreed to revise and include the words "Christian liberal arts institution" in the Charter (Trustees, 2004).

### *Students*

One hundred and forty undergraduate students registered for the fall 2002 semester: 32 freshmen, 26 sophomores, 18 juniors, 32 seniors, 32 students in the intensive English Intermediate program, and 43 students in IT training (Gubanova, 2003).

One hundred twenty-one undergraduate students registered for the spring 2003 semester: 28 freshmen, 23 sophomores, 16 juniors, 25 seniors, 29 students in the

intensive English Intermediate program, and 23 students in IT training. Sixty-five undergraduate students registered for the spring 2003 module: 26 freshmen, 23 sophomores, and 16 juniors (Gubanova, 2003).

On March 28, 2003, 65 university alumni together with the administration of RACU founded the RACU Alumni Association. This newly formed organization was committed to building community among alumni and friends of the university by providing 1) opportunities for service, 2) access to career networking systems, 3) educational and social programs, 4) alumni class reunions, and 5) information about the university (Bernbaum, 2003).

On May 17, 2003, another 14 RACU graduates received their diplomas. The third graduation ceremony of RACU was a celebration of their achievements. Out of these 14 graduates, 8 were already employed in their fields of their study; 4 found other jobs, and 2 continued their education. The placement of RACU's graduates was a good example of the relevance of RACU's professionals in contemporary society (Nadiuk, 2003).

Sixty-two courses were presented to 121 undergraduate students. Among those who registered were: 28 freshmen, 23 sophomores, 16 juniors, and 25 seniors. Information technology (IT) groups trained a total of 23 students, and 29 students were studying in the intensive English program (Registrar, 2002).

### *Faculty and Staff*

Thirteen new faculty taught at RACU during the fall 2002 semester. Two of the American visiting faculty were teaching at RACU for the first time (Registrar, 2002).

During this time, the search for a new Vice President of Academic Affairs of RACU began. After two years of service, Ort returned to the US at the end of the 2002-03 academic year. Meanwhile, he continued to lead RACU through the accreditation process while Abramyan was responsible for all paper work related to accreditation. In addition, the newly appointed Deputy Chairs for Business and Economics and Social Work Departments were given special responsibility for the accreditation of their programs (Bernbaum, 2002b).

On May 30, 2003, the position of Chair of the Social Work Department was terminated due to a lack of financial resources (Escobar, 2003). However, Escobar insisted that to continue the development of the social work program, RACU needed to have this position.

During this academic year, in response to the expanding administrative work, Bernbaum engaged Broersma, who chaired the Department of Language and Literature since 1997, as the Provost of RACU. Broersma was fluent in Russian and had excellent communication skills (Bernbaum, 2004b).

### *Academic Programs and Curricula*

Fifty-five courses were presented at RACU in the fall 2002 semester: 3 in advanced English, 23 in general education, 11 in business and economics, 10 in social work, and 8 courses in linguistics (Gubanova, 2003).

On November 6, 2002, RACU received a new 5-year educational license for all three academic programs (Appendix R).

In the spring 2003 semester, 62 courses were presented at RACU. Four of these

courses were in advanced English, 20 in general education, 13 in business and economics, 15 in social work, and 10 in linguistics (Gubanova, 2003).

During the spring module of 2003, 11 courses were presented at RACU. Three of these course were in general education, 4 in business and economics, 2 in social work, and 2 in linguistics (Gubanova, 2003).

### *Campus Life*

The fall 2002 semester began in the newly leased facilities of the Moscow Silk Factory located near the Novodevichiy Monastery. Although these new facilities were crowded and needed some major renovations ( Figures 8 and 9), they were adequate for a new academic year (Bernbaum, 2002b).



*Figure 8. Entrance (before).*



*Figure 9. Entrance (after).*

These new campus facilities were conveniently located near two subway stations and a sport complex where RACU rented a gym and Olympic size swimming pool for its students.

On September 1, 2002, RACU held an opening ceremony in an overcrowded auditorium of newly rented facilities. After the worship service, students learned of RACU's future 5-story structure with a conference center, gymnasium, cafeteria, library, computer center, classrooms, and office spaces. A computer-generated rendering of new campus facilities (Figure 10) encouraged everyone to dream and cope patiently with the existing, somewhat crowded conditions. Many were filled with expectations for large classrooms of students, personal offices for faculty and staff, and recreation facilities for everyone in the university. Although the Board of Trustees scaled back the original plans for RACU's new campus facilities (the underground parking and guest rooms have been eliminated) (Bernbaum, 2002b), the new facilities were expected to conveniently accommodate everyone at RACU and have room for future development.



*Figure 10.* New campus model.

Although the beginning of the new semester was labor-intensive, almost everyone at RACU was happy to leave the over-crowded facilities at the Center for Christian Ministry. The needed renovations of the old factory facilities lasted almost two months. Everyone at RACU participated in the process. This created ownership on every level and everyone thought these new facilities became their school (Bernbaum, 2004c).

#### Academic Year 2003-04

During the spring 2004 semester, RACU received a State accreditation seal (Figure 11). This allowed RACU's male students to obtain official deferments from the military. In addition, all RACU students were able to receive bus and metro passes that were several times cheaper than the going rate (Broersma, 2004).



*Figure 11. State Accreditation Seal.*

On May 27, 2004, the Board of Trustees had an extended discussion about a tuition increase. The discussion began with the issue of free higher education in Russia raised by Apatov. Since RACU was a non-government educational institution, the funding of academic programs had to be obtained from private sources. RACU did not



qualify for government funding, nor did it seek to receive it. The proposed tuition fees were less than 20% of the real cost of what RACU was spending. Therefore, it was agreed that RACU would continue to be generous and accessible to needy Christian students even with increased tuition (Trustees, 2004).

The Chair of the Social Work Department, Ruslan Nadyuk, proposed that the tuition for social work should be less since it was not a prestigious major. Since the earning potential of social work graduates was less, the Board of Trustees agreed to accept Nadyuk's proposal, while at the same time encouraging students to generate opportunities for their own externally funded projects. It was suggested by Smyslova to approach potential employers in the social work field and have them sponsor potential employees. However, Bernbaum suggested that a separate foundation should be formed to provide scholarships for RACU's students. After extended discussion, the Board of Trustees approved a tuition increase for the 2004-05 academic year (Table 10).

Table 10

*Tuition Rates (2004 - 05)*

Department	Tuition (in US\$)
Business & Economics	1200
Literature & Linguistics	1100
Intensive English Program	1000
Social Work	1000

*Note:* From Nadyuk (2004).

During this Board of Trustees meeting, the previous suspension of Section 4.2 of RACU's Charter was extended. One of the challenges of the leadership of RACU continued to be the lack of qualified Russian candidates for the Board of Trustees.

In addition, Elliott suggested that if the requirement for the Board of Trustees candidates to sign the statement of faith expressed in the Apostle's Creed were changed to the Nicene Creed, it would make it easier for Orthodox believers to work with RACU (Trustees, 2004).

Meanwhile, Schrader suggested that if the Board of Trustees would not achieve the goal of an equal number of Russian and American Trustees by 2006, Section 4.2 should be taken out of RACU's Charter. As a result, the Board agreed to discuss changing this requirement in 2006 (Trustees, 2004).

To continue the growth of its worldwide presence, on June 15, 2004, RACU became an International Affiliate of the US based Council for Christian Colleges and Universities (CCCCU).

### *Students*

One hundred thirty-two undergraduate students registered for the fall 2003 semester: 42 freshmen, 28 sophomores, 20 juniors, 17 seniors, and 25 students in the intensive English intermediate program (Gubanova, 2004).

The entering class of 2003 consisted of 17 business and economics, 7 social work, and 18 English majors. Seventeen freshmen were from Moscow and the Moscow region, 4 from the Kirov region, 3 from Ukraine, 3 from the Far East, and the rest were from other cities in Russia (Yaskova, 2003).

Twenty-five students were affiliated with Baptists, 10 with Charismatics, 2 with Evangelical Christians, 1 with Adventists, 1 with Orthodox, and 1 with Reformed churches. The entering class consisted of 34 females and 8 males (Yaskova, 2003).

One hundred thirty-six undergraduate students registered for the spring 2004 semester: 40 freshmen, 28 sophomores, 20 juniors, 21 seniors, and 27 students in the intensive English intermediate program (Gubanova, 2004).

Ninety-three undergraduate students registered for the spring 2004 module: 39 freshmen, 25 sophomores, 20 juniors, and 9 seniors (Gubanova, 2004).

RACU's fourth graduation celebration was on May 29, 2004. This graduating class became the first to receive diplomas recognized by the Russian Ministry of Education. Thirteen graduates (8 business and economics majors and 5 social work majors) were added to the total of 71 RACU's alumni. Six of these graduates were from Moscow, 3 were from the Moscow *oblast* (region), and 4 were from the Russian Federation (one of these four was from Kazan (Tatarstan, Russia) and another was from Khabarovsk (far east Russia) (Bernbaum, 2004d).

In light of the increasing number of students from outside of Moscow, the Board of Trustees discussed the primary target audience for RACU on May 28, 2004. Some Trustees believed that the mission of RACU was to focus on educating students only from Russia. Others insisted that it was important to make RACU accessible to students from the former Soviet Union (Trustees, 2004). Although it was agreed to address this issue later, the Board of Trustees approved an extra fee charged to all non-CIS residents. All non-CIS residents were also barred from RACU's subsidies as listed in RACU's catalog (Trustees, 2004).

### *Faculty and Staff*

In the beginning of this academic year, RACU had 35 Russian faculty and 20 foreign national faculty. The staff of RACU consisted of 22 Russians and 4 foreign nationals (Bernbaum, 2004e).

During this academic year, RACU's administrative staff experienced many changes reflected in the proposed organizational chart (Figure 12). The reorganized structure of RACU was designed to limit the number of staff who reported directly to the provost and to create a more efficient structure that was able to support the anticipated growth of RACU (Broersma, 2004).

Some of the faculty and staff had their dependents enrolled as RACU students. Since many American higher education institutions offer tuition discounts for faculty and staff dependents, the Board of Trustees discussed and approved a discount tuition policy on May 28, 2004 (Trustees, 2004).

### *Academic Programs and Curricula*

Fifty-eight courses were presented at RACU in the fall 2003 semester: 4 in advanced English, 3 in IT, 16 in general education, 12 in business and economics, 12 in social work, and ten in linguistics (Gubanova, 2004).

One of the most anticipated events of this year was the accreditation of RACU's programs. On December 10, 2003, the Russian Ministry of Education granted RACU full accreditation for five years (Appendix S).

In the spring 2004 semester, 58 courses were presented at RACU. Three of these courses were in advanced English, 11 in general education, 17 in business and

**RUSSIAN-AMERICAN CHRISTIAN UNIVERSITY  
PROPOSED ORGANIZATION CHART  
ADMINISTRATION (09.20.04)**

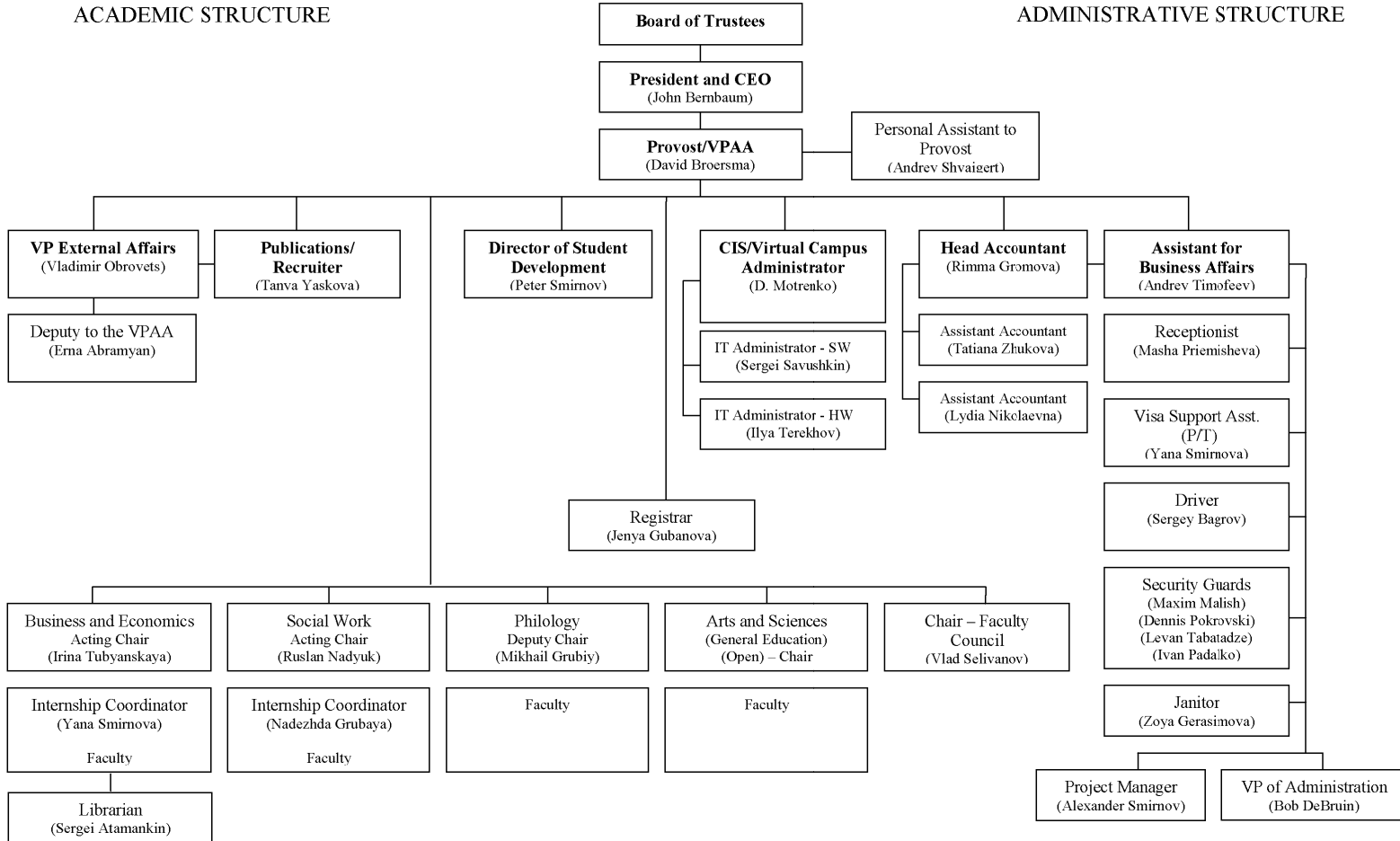


Figure 12. Proposed organization chart.

economics, 13 in social work, and 14 in linguistics (Gubanova, 2004).

During the spring module of 2004, 19 courses were presented at RACU. Two of these courses were in general education, 6 in business and economics, 4 in social work, and 7 in linguistics (Gubanova, 2004).

The addition of online access to JSTOR online library was a highlight of this academic year. RACU acquired access to two arts and science collections of electronic books and one business collection (Jstor, 2004).

### *The Business and Economics Department*

During this academic year, the Department of Business and Economics was created to provide a broad liberal arts introduction to the study of this academic specialization, with a concentration in managerial training (Bernbaum, 2004f).

The business and economics curriculum at RACU was designed to achieve the following educational goals:

1. Help students understand the global context of business and economics and the realities of changing from a state-controlled economy to a free market system
2. Instill in students an ethical framework grounded in Judeo-Christian values for understanding the nature and practice of business and economics
3. Provide students with the basic skills needed to operate a modern business enterprise
4. Prepare students for general managerial roles in business and industry
5. Prepare students for graduate-level studies in business and economics (Bernbaum, 2004f)

To graduate from RACU with a business and economics major, all courses and a senior internship had to be successfully completed (see description of academic

requirements in Appendix T).

According to RACU's academic catalog, fourth year students had to complete 450 hours of pre-diploma internship practice in the spring semester of their graduation year. However, the administration of RACU allowed students to develop an internship plan under supervision of their advisors. This practice allowed most business and economics students to begin their internships in their first, second, or third year (Bernbaum, 2004f).

As part of strategic planning to expand academic programs at RACU, on May 28, 2004, the Board of Trustees approved a proposal for the development of a study abroad program for US students. The program was scheduled to begin in the fall 2005 semester (Trustees, 2004).

### *Campus Life*

At the end of the spring 2004 semester, RACU's administration was informed that due to age and a weakened roof, RACU facilities were scheduled for renovation in one year. Although a 4-year lease was signed in August 2003, the Moscow Silk Factory asked the administration of RACU to look for another place to lease. Meanwhile, the struggle with Moscow city authorities over the issue of beginning the construction of RACU's new campus continued (Bernbaum, 2004c).

### Academic Year 2004 – 05

On May 26, 2005, the Board of Trustees revisited the issue of the creedal basis of RACU. Elliott described the controversy between the Eastern and Western church

over the *filioque* in the Apostles' and Nicene Creeds. He explained that the *filioque* part of the Apostles' Creed that says the Holy Spirit proceeds from the Father and the Son was omitted from the Nicene Creed to clarify the deity of the Holy Spirit and to exclude the Arian heresy. Since the Nicene Creed was also accepted by the Eastern Orthodox church as the Creed of Christendom, the Board of Trustees agreed to replace the Apostles' Creed statement in RACU's by-laws and other documents with Yaroslav Pelikan's version of the Nicene Creed, without the *filioque* (Diekema, 2005).

During the same meeting, the Board of Trustees discussed the change in the legal representation of RACU in view of Coudert Brothers' liquidation in Moscow. One of the Board of Trustees members, Richard Dean, who worked at Coudert Brothers, became a partner in Baker and McKenzie. The Board of Trustees selected Baker and McKenzie as its legal representatives and authorized the release and transfer of RACU's files (Diekema, 2005).

At the conclusion of the May 26-27, 2005 meeting, the Board of Trustees discussed and accepted the proposal from Deyneka Russian Ministries to purchase RACU's part of the facilities (156.23 square meters) at the Center for Christian Ministry for a \$20,000/year 5-year payout (Diekema, 2005).

In October 4-8, 2004, RACU was visited by Dr. Dwight Jessup, Dellenback Fellow, Council for Christian Colleges and Universities (CCCCU) and former Taylor University Vice President for Academic Affairs and Dean of the University. The outcome of his consultative visit resulted in a 4-page document called the Jessup Report.

The Jessup Report (Appendix U) consisted of 5 parts: overview of the university, university distinctives, two major findings, suggestions and recommendations to the



provost, and a postscript.

The first major finding was that RACU had found its niche, established its identity, and proved that it could succeed with reasonable optimism about its future. The second major finding was the quality of RACU's administrative team lead by Broersma under the overall guidance of the president and the counsel of the Board (Jessup, 2004).

### *Students*

After passing the entrance examinations and the oral interviews, 44 new students were admitted in the fall 2004 semester. It was the ninth entering class of RACU. Twenty-five students came from the Russian Federation including representatives of Kazan, Tatarstan, Irkutsk (Siberia, Russia), and Khabarovsk (the Far East). Only 17 were from Moscow and the Moscow *oblast*. The male student population began to grow (Bernbaum, 2004e). One hundred fifty-six students registered for the fall 2004 semester (Table 11).

Table 11

#### *Fall 2004 Semester Enrollment*

Students	BE	SW	EN	Total
Intensive English Program	15	5	14	34
Freshmen	11	8	15	34
Sophomores	13	7	13	33
Juniors	10	5	10	25
Seniors	16	7	7	30
Total	65	32	59	156

*Note:* From Broersma (2004).

On May 28, 2005, RACU graduated the fifth class of specialists. Twenty-six graduates of RACU received an undergraduate diploma recognized by the Russian Ministry of Education. Half of the graduates received degrees in business and economics. Six others received diplomas in social work. Seven received English language and literature diplomas (Broersma, 2005a). This graduate class included the first group of students with English language and literature majors (Gubanov, 2005).

### *Faculty and Staff*

After visiting and teaching during the 2004-05 academic year at RACU, several prospective faculty joined RACU's faculty. After Patrick Black finished teaching an advanced English class in the fall 2004 semester, he began teaching full-time. Carol VanDerHeyden, MSW, was planning to begin teaching in the Social Work Department in fall 2005. The Business and Economics Department added several new faculty: Dr. Nerush, Dr. Burdygin, Sergei Sanatko, Tatiana Golubeva, Yana Smirnova, and Pavel Bulgin (Tubianskaya, 2005).

The Department of Language and Literature hired several new professors. Ekaterina Zapolnaya began teaching a course, Listening and Speaking, in the English intensive program. Black began to teach advanced academic English and to work with the praise and worship team at RACU (Broersma, 2005b).

Although Annelies Galletta, who taught advanced academic English, went back to the US for a furlough, she was planning to return to RACU to teach in fall 2006 (Broersma, 2005b).

One of the major losses of RACU's administrative team and faculty was the retirement of Assistant Provost Abramyan who secured the accreditation for RACU's academic programs in 2003. Replacing Abramyan with a qualified and experienced individual became a priority for RACU's Provost. Meanwhile, on May 26, 2005, Bernbaum reported to the Board of Trustees that RACU was planning to add four family units to its staff at no cost to RACU. Prospective staff would fundraise for their own support (Diekema, 2005).

During the spring 2005 semester, RACU added Matt Miller to its North American faculty. Miller was invited to become the author and the director of RACU's honors program and to teach the Old Testament course (Broersma, 2005a).

Eighteen professors (13 Americans and 5 Russians) taught during the spring 2005 modules. Eight American professors were teaching for the first time at RACU (Gubanova, 2005). These visiting professors represented RACU's partner colleges and universities: Judson College (Marion, AL), Asbury College (Wilmore, KY), Calvin College (Grand Rapids, MI), Oral Roberts University (Tulsa, OK), Fresno Pacific University (Fresno, CA), Taylor University (Upland, IN), Columbus State University (Columbus, GA) (Shvaygert, 2005).

In 2005, RACU welcomed a Fulbright Scholar. Dr. James Brownlee from Malone College (Canton, OH) was scheduled to teach full-time for the 2005-06 academic year (Broersma, 2005a).

### *Academic Programs and Curricula*

A total of 64 courses were presented during the fall 2004 semester: 22 general core, 16 business and economics, 15 social work, and 11 linguistics courses (Gubanova, 2005).

In addition, during this semester, RACU launched a new honors program. Fifteen students took the first honors course, Church History, which was taught by Miller. This program was designed to offer a richer learning experience for RACU's exceptional students (Broersma, 2005a).

To improve academic quality after the results of attestation of the business and economics program, the department of business and economics developed a set of measurable norms for evaluating students' diploma papers and presentations (Tubyanskaya, 2005).

During 2004-05 academic year, for the first time in RACU's history, an on-line distance course was offered to RACU students by professor Jonathan Warner (in the summer modules) (Tubyanskaya, 2005).

As a part of the curriculum development, the Social Work Department offered a new optional course titled Fundraising and Project Making in Social Work. An alumna of RACU, Tatyana Lobacheva, a professional with hands-on experience in Moscow, taught the basics of fundraising for charitable and non-profit, socially oriented programs (Nadyuk, 2005). Additionally, a special research methodology course Methodology of Diploma Project Writing and Methodology of Term Paper and Research Paper Writing was integrated into the curriculum of the Social Work Department. After a detailed

evaluation, the Board of Experts commented on the high quality of diploma papers from students who took this new course (Nadyuk, 2005).

As for the Department of Language and Literature, it was mainly focused on preparing for graduation of the first class of English major students. It was Mikhail Gruby's responsibility to insure that all graduating students complete all the requirements for internships (practica), requirements for writing diploma papers, and comprehensive exams. Although this graduating group of students did not receive diplomas accredited by the Russian Ministry of Education, the Department of Language and Literature celebrated this accomplishment that brought English language and literature closer to full accreditation (Broersma, 2005b).

### *Campus Life*

During summer 2004, Bernbaum was able to raise funds for the construction of RACU's new campus facilities. However, the escalating cost of this building project prevented RACU from starting the construction in fall 2004 (Bernbaum, 2004d).

As in previous academic years, RACU's faculty and staff retreat was held outside Moscow in September 2004. This was a special time for a president's forum and discussion of the ideas presented in the book *Good to Great* by Collins (1997) in RACU's context. Bernbaum encouraged the faculty and staff to raise the professional quality of RACU's operations and programs in light of the mission of the university. As a result of the retreat, the faculty and staff sharpened their focus on the priorities for the 2004-05 academic year (Broersma, 2005a).

In fall 2004, Peter Smirnov, Director of Student Development, recruited and trained a team of students to minister to the needs of other students (Broersma, 2005a).

During the fall 2004 semester, the situation continued to worsen with the beginning of construction. In addition to ongoing delays, a small group of people in the Babushkinsky district began protest demonstrations against the beginning of RACU's construction. This opposition and their petitions to the officials of the district resulted in a series of public hearings in January 2005. In spite of RACU's efforts to address all issues, the protesters did not relent and became more serious in their efforts in summer 2005 (Bernbaum, 2006b).

In April 2005, RACU hosted a spiritual growth program with Ren and Elsa Broekhuizen. Over 30 people participated in the program. Students met daily for a week in small groups. They learned about spiritual foundations for spiritual growth (Smirnov, 2005b).

On May 21, 2005, RACU hosted a scientific conference called Innovation as a Catalytic Factor in the Growth and Modernization of Russia. Several faculty and guests presented at this conference. Many students asked questions that were at the heart of lively discussion. At the end of the conference, Tubyanskaya, Chair of the Business and Economics Department of RACU, inaugurated the Student Scientific Society. This student organization was designed to provide its members with opportunities to improve their ability in scientific writing, to present at conferences, and to publish (Broersma, 2005a). In addition, under the leadership of Obrovets, a new annual journal *Dialog* was released. It published the latest research of RACU's professors (Diekema, 2005).

On May 26, 2005, RACU's contractor for the construction of the new campus building presented a progress report to the Board of Trustees. Harry Geisbrecht and Boris Eydelnant from Central Canadian Structures (CCS) presented an overview of the building process. CCS was established in 1967 and had worked in Russia since 1984. Geisbrecht commented that the process of getting signatures and the necessary agreements in Moscow was more difficult than anywhere else in the world (Diekema, 2005).

In addition to Bible studies, prayer meetings, music-worship evening events, and individual counseling for students, Smirnov continued to lead the organization of Chapel services at RACU. An average chapel service had between 70 and 85 students in attendance (Smirnov, 2005b).

Meanwhile, the Moscow Silk Factory administration notified RACU of its plans to renovate the leased building and upgrade it from a Class C to Class B facility. RACU was requested to vacate the premises by June 2005. Since RACU was not able to afford leasing a Class B facility, the search for new campus facilities for RACU began again. Since most of the Class C facilities were already rented without official documents and landlords were asking for under-the-table payments (Timofeev, 2005), RACU renegotiated the contract with the Moscow Silk Factory and obtained permission to continue leasing until summer 2006. The leasing price went from \$240.55 to \$250.55 per square meter, which constituted an additional \$1,000 per month in leasing expenses for RACU (Timofeev, 2005).

On May 28, 2005, RACU held its fifth commencement. Twenty-six RACU students received their diplomas. Joining the ranks of RACU's alumni were 13 new business and economics, 6 social work, and 7 English language and literature seniors.

#### Academic Year 2005 – 06

During this academic year, RACU enhanced the registrar's record system. For the spring 2006 semester, students were able to register for classes online. The new system enabled RACU's faculty to submit and keep track of grades for their students (Gubanova, 2006). It also provided an online collaboration between the Registrar and faculty in all departments at RACU.

During its November 11-22, 2005 meeting, the Board of Trustees discussed an increase in tuition for academic 2006-07 and a guaranteed tuition policy. Although the Board of Trustees agreed to adopt a guaranteed tuition policy, the revision of the final wording of the policy was assigned to the administration of RACU. It was also determined that tuition for the 2006-07 academic year would be increased by 15% (Table 12).

Table 12

#### *Tuition Rates (2006 - 07)*

Department	Annual Tuition (in US\$)
Business & Economics	1380
Literature & Linguistics	1265
Intensive English Program	1265
Social Work	1150

*Note:* From Diekema (2005).



One of the main pressures on RACU during this academic year was the ongoing struggle of starting the construction of RACU's own campus facilities (Broersma, 2006a). First, due to the elections in the Moscow city Duma, the Prefect of North Eastern Administrative District of Moscow requested that the starting date for the construction be moved from September to December, 2005 (Smirnov, 2006).

Second, the Rodina (Motherland) political party joined the opposition of protesters in the Babushkinsky district to block the beginning of construction. This situation worsened when a member of the Russian Liberal Democratic Party filed criminal charges against RACU with the Office of the Prosecutor General of Moscow (Bernbaum, 2006b). During a full-scale investigation, it was discovered that the plans for RACU's campus were encroaching on the sanitary protection zone of the nearby cemetery. In spite of the earlier approval from the Sanitary Control of Moscow, the Prosecutor General issued an "inadmissibility of further construction activity" warning (Smirnov, 2006).

Third, in January 2006, the Moscow Land Committee threatened to revoke RACU's 49-year lease for land if the construction was not started immediately (Bernbaum, 2006b).

In spite of tremendous opposition, RACU endured these trials. When the Public Prosecutor's office dropped all charges against RACU in late February, the opposition from protesters ceased and RACU proceeded with the pre-construction stage (See Appendix V for description of all five stages) that included an effort to obtain the final Moscow Expertisa (Bureau of Experts) approval and a building permit (Smirnov, 2006).

Although resolution of these problems caused a serious delay in time and additional expenditures, RACU proceeded with construction of its new campus facilities on April 11, 2006. The estimated time of completion was November 2006 (Smirnov, 2006).

On May 25, 2006, RACU finished negotiations regarding the connection to the heating system of Moscow. This arrangement represented a substantial savings for RACU (Diekema, 2006).

Since the beginning of construction, Bernbaum resumed the capital campaign to raise additional funds to cover increased expenses of the construction project (Diekema, 2006).

### *Students*

On September 5, 2005, 34 freshmen students began their studies at RACU. One hundred fifty-eight students were enrolled full-time in all undergraduate programs (Table 13).

Table 13

#### *Fall 2005 Semester Enrollment*

Students	BE	SW	EN	Total
Intensive English Program	18	13	4	35
Freshmen	14	6	14	34
Sophomores	12	7	15	34
Juniors	11	6	10	27
Seniors	12	6	10	28
Total	67	38	53	158

*Note:* From Gubanova (2005).

This entering class had an active group of students who were actively participating in the life of the university. They quickly demonstrated great potential (Broersma, 2005a).

For the spring 2006 semester, 154 undergraduate students were registered (Table 14) and a total of 63 courses were offered: 12 general core, 15 business and economics, 18 social work, 16 linguistics, and 2 honor program courses.

Table 14

*Spring 2006 Semester Enrollment*

Students	BE	SW	EN	Total
Intensive English Program	16	12	5	33
Freshmen	12	5	15	32
Sophomores	12	7	14	33
Juniors	12	7	11	30
Seniors	11	5	10	26
Total	63	36	55	154

*Note:* From Gubanova (2006).

At the beginning of April 2006, new officers for the Student Council were elected. One of student leaders, Nastya Konovalova, became president. Her active participation in student life demonstrated her leadership skills from her freshmen year (Broersma, 2006a).

*Faculty and Staff*

During the fall 2005 semester, 6 Russian and 4 foreign national professors taught at RACU for the first time (Gubanova, 2005). Nineteen professors (14 Americans and 5

Russians) taught during the spring 2006 module. Seven American professors were teaching at RACU for the first time (Gubanova, 2006).

As part of the development of RACU's strategic plan, the administration of RACU began an evaluation of existing management team activities. Suggestions and specific ideas for changes at RACU became a regular practice (Broersma, 2006a).

In recognition of the significant contributions of the management team, two staff, Alexander Smirnov (Project Manager) and Patrick Black (Music Director), were promoted to the membership of RACU's management team (Broersma, 2006a).

While recruiting American faculty as volunteers, RACU continued to hire Russian faculty. During this semester, the Social Work Department added Tatiana Makarova, Lidia Kustareva, Vanderheyden, Lanny Endicott, and Dr. Beryl Hugen (Nadyuk, 2006).

On January 11, 2006, Hugen, who had actively participated in networking and strategic planning for the Social Work Department, organized an international conference devoted to the child protection system in Russia. Almost 30 people from various Russian and American organizations like River of Life Foundation, Bethany Christian Services, Children's Hope Chest, and RiskNet participated in the conference at RACU (Nadyuk, 2006).

Meanwhile, a faculty member from the Language and Literature Department, Maria Kainova, received an opportunity to continue her professional development in the US. She was awarded a scholarship to study in the Kuyers Institute for Christian Teaching and Learning at Calvin College (Broersma, 2006b).

Olga Suhareva, RACU alumna and a teacher of English grammar in RACU's intensive English program, received a scholarship from the Billy Graham Center at

Wheaton College to work on her Master of Arts degree in TESOL. Suhareva was planning to return to teach at RACU after her graduate studies were completed (Broersma, 2006b).

During this academic year, RACU established an official partnership with the Lithuania Christian College (LLC) through a faculty exchange. Rebecca Hinderliter was invited to teach financial accounting at LLC.

Faculty for the spring 2006 module were provided by RACU's partners: Judson College, Asbury College, ORU, Dordt College (Sioux Center, IA), Calvin College, Taylor University (Shvaygert, 2006).

### *Academic Programs and Curricula*

Meanwhile, the curricula of the Social Work Department continued to expand. During the summer 2006 module, RACU offered several new courses: Social Policy of the US, Social Work Agencies of the US, and Social Counseling (Nadyuk, 2006).

In September 2005, 15 students began their active participation in the new RACU honors program. During this academic year, they participated in seminars and monthly discussions of classic books. In addition to studies on challenging topics and interaction with issues like relationships between the Christian faith and the cultures of the world, honors program students began to develop their relationships with each other and RACU's faculty (Miller, 2006).

During the fall 2005 semester, a pilot program on Russian as a foreign language continued to develop. Tamara Kozlovskaya taught a small group of six foreigners wanting to learn Russian (Broersma, 2005c). The goal of this program was to support

RACU financially and to provide good relationship opportunities for RACU's students (Diekema, 2005).

In addition, Oleg Shevkun, a faculty member, established a new club: English Around the World (Broersma, 2005b). This extracurricular program was designed to enrich the educational experience and help RACU's students to grow in their life skills. For example, for the first meeting, Shevkun invited guests from England, Canada, and America to be panelists in a discussion about differences in language and culture in these English-speaking countries (Broersma, 2005b).

### *Campus Life*

During fall 2005, RACU hosted the second annual student retreat. The activities included teaching, learning, and worshiping in large and small groups. A group of American guests of RACU attended this retreat and were genuinely impressed with the quality of RACU's students (Smirnov, 2005b).

Meanwhile, the Department of Student Development completed student and faculty photo catalogs. The purpose of this project was to enable access to names and pictures of faculty and students at RACU (Smirnov, 2005b).

To raise the quality of leased facilities, the management team initiated an internal renovation project. Small repairs and painting of most walls made the facilities of RACU more comfortable (Smirnov, 2005a).

During this academic year, the administration of RACU brought back to life an initiative called the Business Forum. This initiative provided an opportunity for RACU's

students to interact with experienced executives who served as role models for students (Broersma, 2005a).

Another important aspect of the campus life was a weekly Chapel service. Since RACU received donated musical equipment from an American church, it enabled worship teams to enhance Chapel experiences during this academic year. Three student teams facilitated music during the spring 2005 semester. At the final chapel service of the year these three groups joined together (Black, 2006).

On April 13, 2006, RACU held its first Coffee house event (Broersma, 2006a). A large number of students and their friends attended this event. Under Black's leadership, this event provided an opportunity for musically gifted students to share their abilities. Live music and a fun time of fellowship created a special atmosphere of relaxation (Black, 2006).

Since the lease of the Moscow Silk Factory was expiring in June 2006, RACU was forced to move its operations to new campus facilities for the fourth time. The administration of the Moscow Silk Factory was not interested in negotiations and began a major renovation even earlier than agreed while RACU was finishing the summer 2006 session. Several classes were canceled because of excessive noise from drilling in the building where RACU leased classrooms (Bernbaum, 2006b).

Fortunately, RACU found new campus facilities for lease in the northwest part of Moscow. Tushino Church agreed to lease some space in their newly purchased building that had been used as a culture center during previous years. Although the lease cost was very favorable for RACU, the relocation put significant stress on RACU. However,

most of the students, faculty, and staff were encouraged by the progress of RACU's construction of its own facilities (Bernbaum, 2006b).

On May 27, 2006, 23 participated in RACU's sixth commencement. Nine business and economics, 4 social work, and 10 English language and literature seniors received their diplomas.

#### Strategic Plan (2006 – 16)

On May 26, 2006, the Board of Trustees discussed a 10-year strategic plan for future directions and programs at RACU (Diekema, 2006). In this plan, RACU outlined how it expected to achieve its mission of strengthening its commitment to developing a private Christian liberal arts university in Russia.

A 10-year vision statement included the following 8 goals:

1. Become one of the most prestigious private universities in Moscow
2. Be completely committed to its Christian foundation
3. Remain committed to its liberal arts orientation
4. Implement measures to ensure RACU's financial stability with an endowment and regular donor support coming from within Russia
5. Have two generations of succession for RACU's top leadership
6. Have a complete campus with dormitories, sports facilities, offices, and classrooms
7. Have a core of the Russian-American full-time faculty committed to the vision of RACU and mentoring of its students
8. Be an educational Christian center in Moscow (Trustees, 2006)

During the meeting, the Board of Trustees reaffirmed RACU's dedication to be a learning environment with its own 6-point commitment:



- Help students, faculty, and staff to reach their full potential as servant leaders with a firm Christian foundation
- Continue to create and maintain an atmosphere of grace and respect for others
- Uphold high expectations for academic and professional achievement
- Continue to value personal growth
- Uphold and practice honest and responsible business practices
- Strengthen Russia by training young people who care about their country and want to make it great (Trustees, 2006)

Seven areas of RACU's development and accompanying goals for 2006-2016 have been identified to reinforce existing strengths and pursue RACU's vision: students, programs, faculty and staff, succession, finances, facilities, and outreach.

The plan was chronologically divided into three periods: the next academic year (2006-07), the next four years (2007-11), and the next five years (2011-16). Each period of development was defined in terms of short-term and long-term goals.

In the area of student development for the next ten years, RACU planned to focus on:

- Development of a Christian world view
- Refinement of the honors program
- Establishment of High Road Wilderness Survival
- Development of the study abroad program
- Mentoring by leaders outside of RACU
- Identifying and developing leaders among entering students
- Developing of new recruiting strategies
- Offering preparatory programs
- Giving exit interviews to graduates

- Increasing the size of entering classes and maximizing the efficiency of RACU's owned facilities.

In the area of programs development for the next ten years, RACU planned to focus on:

- Ongoing reevaluation of existing programs and curriculum through collected feedback and observations of classes
- Preparation for re-accreditation and first-time accreditation for the English major
- Establishment of at least one new academic program (MBA, MSW, or other)
- Development of evening degree programs and distance education programs
- Development of the semester abroad program for American students
- Development of an on-line database of courses and syllabi
- Maintenance of the state-of-the-art Web page for recruiting and alumni and donor relations
- Establishment of centers for academic excellence, leadership training, development of research skills, conferences, and publishing.

In the area of faculty and staff development for the next ten years, RACU planned to focus on:

- Networking and recruiting among CCCU members
- Encouraging RACU's alumni to do graduate and doctoral work and return to RACU as future faculty and staff
- Developing its faculty and staff through retreats, seminars, and mentoring
- Creating opportunities for scholarship and publishing
- Developing learning policy for American faculty and staff
- Insuring the transmission of RACU's values and vision

In the area of succession development for the next ten years, RACU planned to focus on:

- Process of mentoring and training the young leaders by giving them responsibilities
- Hiring new academic leaders
- Developing contingency plans
- Reducing the complexity of reporting relationships in the organizational structure
- Expanding a network of alumni that will teach at RACU

In the area of finances development for the next ten years, RACU planned to focus on:

- Establishing a Global Education Fund that will offer scholarships for RACU's students
- Growing and training a bi-national team of fundraisers
- Keeping RACU's finances transparent and above reproach
- Encouraging alumni support
- Training students about stewardship
- Maximizing the benefits of RACU's owned campus facilities
- Using Russian language program evening courses and income-generating educational opportunities
- Organizing community work days, courses, seminars, and cultural events for RACU's students and local community.

In the area of facilities, development within the next academic year RACU planned to finish construction of its new facilities with adequate space for classrooms, computer labs, library, and offices for faculty and staff. For the next ten years, RACU planned to focus on:

- Finishing construction of RACU's owned campus
- Improving the systems of building maintenance and security
- Landscaping and maintaining the grounds

- Renting to other Christian organizations to maximize earnings
- Developing a dormitory for its students, offices for faculty and staff, and sports facilities
- Establishing satellite campuses and other means of growth

In the area of outreach development, RACU was planning to focus on: 1) starting classes, seminars, and other outreach programs that create income streams, 2) founding a ministry Center for Business Ethics, 3) developing a full-scale Christian counseling center.

RACU's strategic plan was developed at the request of the Board of Trustees and was an outline of where RACU's future should be during the next ten years. The plan was developed with input from the Board of Trustees, the Board of Advisors, and the Executive Committee of RACU. After considerable discussion, the Board of Trustees requested the administration of RACU to bring a revised strategic plan to the meeting on November 10-11, 2006 (Diekema, 2006).

In addition to discussion of the strategic plan, the Board of Trustees talked about a possible name change for RACU. Since RACU's current name caused many problems in public relationships, the Board of Trustees sponsored a competition for a new name for RACU. It was decided to review potential names during the November 2006 Board meeting (Diekema, 2006).

## CHAPTER IV

### CONCLUSIONS, SUMMARY OF FINDINGS, DISCUSSION OF FINDINGS, AND RECOMMENDATIONS

#### Conclusions

After ten years in existence, RACU is proof of an established model of a private faith-based Christian liberal arts university in Russia. The research questions which guided this study were these:

1. What were the major key events in the development of RACU?
2. What have been the academic programs and curricula of RACU?
3. Who has been the educational clientele of RACU?
4. What are the plans for the future development of RACU?
5. What is an operational framework of the historical development of RACU?

#### Summary of Findings

Research Question 1: What were the major key events in the development of RACU?

This case study identified three distinct periods of historical development of RACU (Figure 13): 1) the Gestation Period (1990 – 94), 2) the Foundational Period (1994 – 96), and 3) the Developmental Period (1996 – 2006).

In 1990, after several invitations from Soviet government officials, John A. Bernbaum, RACU's first and current president, became passionate about establishing a Christian liberal arts university in Russia (Bernbaum, 1990a).

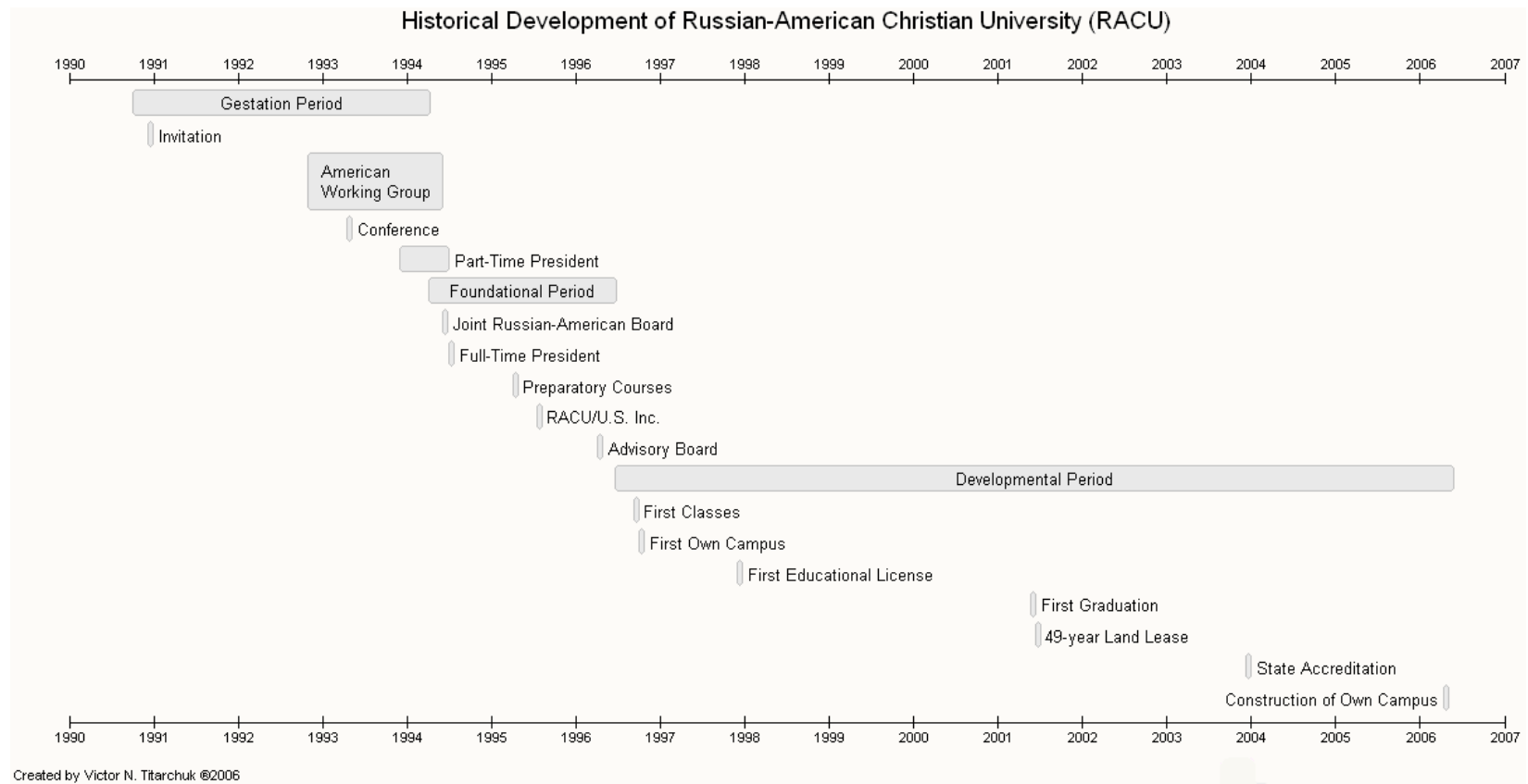


Figure 13. RACU timeline (1990 - 2006).

During the Gestation Period (1990-1994) of RACU's history, Bernbaum led several educational exchange initiatives between Russian and American colleges and universities under the auspices of the Christian College Coalition (CCC).

In 1992, the American Working Group (AWG) was formed by 12 American scholars to conduct a feasibility study for a Christian university in Russia (Bernbaum, 1992a). Several years later, most members of the AWG became members of RACU's first Board of Trustees (Bernbaum, 2001a).

In 1993, the AWG sponsored a conference on Christian Higher Education in the Former Soviet Union to gain support and counsel on a strategy for establishing a Christian liberal arts university. At that conference, Bernbaum distributed the first draft of the prospectus on the Russian-American Christian University (RACU). In 1993, the AWG appointed Bernbaum as the president of the proposed university.

In 1995, Bernbaum left the position of vice president of CCC and accepted the full-time position as the president of the yet-to-be-founded RACU. Although the Coalition withdrew its support, the participating CCC member colleges and universities continued their affiliation with the university project and became RACU's first institutional partners. In addition, the Mustard Seed Foundation provided an initial \$100,000 operational fund to start a Christian liberal arts university in Russia (Bernbaum, 1994a).

During the Foundational Period (1994-96) of RACU's history, Bernbaum and other founders of RACU began networking among Russian and American evangelical Christian organizations in Russia. A pilot project for offering courses in Moscow was initiated.

In 1994, the joint Russian-American Board of Trustees of RACU began regular meetings in Moscow. During the following years, several key Russian and American Christian educators joined RACU's Board of Trustees. Although the complexity of registration and the licensing for a new bi-national educational institution in Russia was immense, the Board of Trustees determined that the university would be registered as a Russian educational entity.

From that time, the Board of Trustees began discussing multiple drafts of RACU's Charter, Bylaws, and Foundational Agreement. Meanwhile, Bernbaum began recruiting RACU's future faculty and staff among member institutions of the Christian College Coalition in the US

In 1995, an independent non-profit organization with the name RACU/US Inc. was founded to process tax-deductible gifts and donations from RACU's fundraising campaign led by Bernbaum in the US. Shortly after, the Board of Trustees approved the launching of preparatory English courses as a pilot project to establish credibility and introduce RACU's English language program.

In 1996, the Board of Trustees initiated the creation of RACU's first Advisory Board consisting of outstanding leaders, educators, professional experts, and government officials. In the year 1996 RACU transitioned into the development stage. The Developmental Period (1996-2006) accounts for the initial growth and establishment of the operational framework of RACU.

On April 2, 1996, the Russian-American Christian University was founded in Moscow, Russia (Appendix F). RACU was registered by Moscow city officials on June 20, 1996 (Appendix G).



On September 6, 1996, RACU initiated two full-time baccalaureate Christian liberal arts academic programs in business and economics, and social work. After passing entrance examinations that included an English qualifying exam, 43 new students enrolled in RACU's academic programs that were offered at leased facilities on the campus of the Russian People's Friendship University.

In October 1996, RACU acquired a 9% share of a new facility jointly built by five Christian organizations: Peter Deyneka Russian Ministries, Campus Crusade, Child Evangelism Fellowship, Russian Christian Radio, and RACU. This new facility contained administrative and faculty offices, two classrooms, a computer laboratory, and a commonly shared library and cafeteria. Meanwhile, on December 3, 1997, RACU received an educational license granted by the Russian Ministry of Education and continued strengthening its academic programs.

During the second academic year, the number of enrolled students almost doubled. Although RACU's own campus facilities at the Center for Christian Ministry provided some stability needed for initial growth and adjustment for increased operations, it was limited and had no additional space available for expansion.

In 1999, the growth of the student body, faculty, and staff forced RACU to extend its campus facilities by leasing academic space from the Center for International Education owned by Moscow State University (MSU).

On May 19, 2001, RACU graduated its first class of nineteen students. After this, RACU was allowed to apply for state accreditation of its business and economics, and social work programs.

On June 9, 2001, RACU secured a 49-year lease contract for 32,000 square meters of land in Moscow. The actual construction of RACU's new campus was significantly delayed due to multiple issues such as economy changes, financial difficulties, bureaucracy, resolution of issues with the local community, protests of a political party, and contractor arbitration. While waiting for its own campus facilities RACU leased office space that was converted into academic facilities. Although it put additional stress on the students, faculty, and staff of RACU, the leadership remained enthusiastic about anticipated changes.

On December 10, 2003, RACU became the first Christian liberal arts university in Russia to receive full five-year state accreditation of its academic programs. It was an achievement that entered RACU's name into the history of the private higher education system in Russia. RACU became a pioneer private faith-based university that raised the quality of its academic programs to the level of state-accredited schools of higher education. However, that was only one of many steps in achieving the prestigious status of a private university in Russia.

On April 11, 2006, after many years of struggle and additional unexpected expenditures, RACU began active construction of its new campus facilities. The estimated completion time was between twelve and eighteen months. The new campus facilities are expected to strengthen the stability of the university and to open new opportunities for the development of successful and prestigious academic programs.

Research Question 2: What have been the academic programs and curricula of RACU?

This case study discovered three established academic programs. Four different

curricula were identified at RACU. Two academic programs, business and economics, and social work, have been state accredited since 2003. The third academic program, English language and literature, will be submitted for a full state accreditation in 2008 when the business and economics, and social work programs go through the state re-accreditation process.

In addition, an Intensive English program has been offered at RACU to prepare entering students for undergraduate studies in English. Since RACU offers courses both in the English and Russian languages, every student who applies to RACU must pass a qualifying English exam developed by RACU's English language and literature department. Those students who fail the English exam are admitted into the Intensive English program to improve their English competence.

Each academic program at RACU has its own curriculum (major). In addition, each program shares the general education curriculum based on a North American model of Christian liberal arts curriculum. To comply with the requirements of the Russian Ministry of Education, RACU contextualized the general education curriculum to Russian educational culture. The curriculum was also expanded with additional elements particular to the Russian higher education system. As a result, RACU's curricula are an example of the unique integration of subject matter and the Christian faith across the curricula.

Research Question 3: Who has been the educational clientele of RACU?

This case study identified 124 graduates; these represent a majority of RACU's educational clientele. Over the period of ten academic years the majority of RACU

graduates were from Russia (117 alumni). The rest of RACU's alumni have come from the former Soviet Union republics of Belorussia (1), Kyrgystan (1), and Ukraine (5).

The majority of Russian alumni are from Moscow (45 alumni), Moscow region (18 alumni), and Kirov region (15 alumni). Less than 4 alumni have come from Vladimir, Tatarstan, Ryazan, Bryansk, Orel, Vologda, St. Petersburg, Stavropol, Krasnodar, Volgograd, Samara, Orenburg, Bashkortostan, Kemerovo, Khanty-Mansi, Archangelsk, and Dagestan.

With the addition of two new non-degree programs, the Russian language program and the study abroad program for students from American partner colleges and universities, RACU's potential education clientele will expand with American missionaries and American students.

#### Research Question 4: What are the plans for future developments of RACU?

This case study investigated RACU's plans for future development for the next ten years (2006-16) and identified seven areas of RACU's development and the accompanying goals that reinforce existing strengths and pursue RACU's vision. These seven areas include: students, programs, faculty and staff, succession, finances, facilities, and outreach.

The highlights of plans for these areas of development include:

- Development of a Christian worldview
- Accreditation of the English language and literature major and development of another academic program (MBA, MSW, or other)
- Recruiting and retaining more faculty and staff by developing existing human resources

- Hiring new leaders while mentoring and developing new leaders among RACU students
- Encouraging alumni support of RACU and growing and training a bi-national team of fund-raisers
- Completing RACU's own campus facilities and the possible establishment of satellite campuses
- Starting classes, seminars, and other outreach programs that create income streams

Research Question 5: What is an operational framework of the historical development of RACU?

This case study provides data for the creation of an operational framework of the historical development of RACU. This framework (Appendix W) is presented in graphic form and represents three major periods of development: 1) the Gestation Period (1990 – 94), 2) the Foundational Period (1994 – 96), and 3) the Developmental Period (1996 – 2006). The first two periods of the historical development of RACU were essential prerequisites for the Developmental Period (1996-2006).

## Discussion of Findings

### Operational Framework of RACU

The historical development of RACU has been dynamic process of progressive change from an earlier (simpler) structure to a more mature structure of the university based on events from the beginning of the Gestation Period in 1990 until 2006, the Developmental Period. The case study provides data for the creation of a simplified underlying structure of RACU pertaining to the process of historical development.

The case study of major historical events helped to define the support structure of RACU in which different elements (branches) have been individually developed. The idea and vision of RACU bonded together a group of people who dedicated themselves according to their abilities to the development and progressive change of this new private faith-based educational institution and its different aspects.

The operational framework of RACU can also be presented as the summation of all the processes used to achieve the educational goal of the university to produce graduates with specifically defined attributes. The operational framework presents the structure upon which various branches of the university are integrated for training young Russians for future leadership roles in their country.

The operational framework can be used to provide a standard structure for the development of similar universities in other former Soviet bloc countries. The study provides possible paths of development based on the experience and the underlying structure of RACU. Other existing schools or people who are driven by a similar vision can borrow from the experiences of RACU and implement a complete or partial solution based on the operational framework of RACU.

The following is a brief discussion of nine aspects of the operational framework of RACU: 1) Leadership, 2) Identity, 3) Finances, 4) Partners, 5) Academic Programs and Curricula, 6) Faculty and Staff, 7) Students, 8) Campus, and 9) Outreach.

### *Leadership*

The official birth date of RACU was April 2, 1996, when the group of 6 founders (4 Russians and 2 Americans) approved the foundation agreement of RACU. However,

the conception of the idea to establish a faith-based university in Russia goes back to 1990. The idea came from Soviet educators as an invitation, but it was Bernbaum, RACU's founder and its first president, who became the proponent of the idea until it was brought to reality in 1996. He has been the leader of RACU from its beginning. Before 1990, Bernbaum had worked in the field of Christian higher education for 14 years. This professional experience was important in his preparation for accepting a leadership position when an opportunity to lead the university project presented itself.

Initially, the idea of establishing a Christian school in the former Soviet Union was developed under the auspices of the Christian College Coalition. However, it was the American Working Group (AWG) that became a team that continued developing and nurturing the university project after the Gestation Period. In 1993, the AWG appointed Bernbaum as president of the university yet to be founded. It was then that Bernbaum began to work part-time for the university project while working for the CCC; the first draft of the Russian-American Christian University (RACU) prospectus was written by during that time. When the interest of the CCC in the university project ceased in 1995, Bernbaum left the CCC and to give the project full-time leadership.

Bernbaum and the Board of Trustees, formed out of the AWG, comprised the first leadership team of RACU. The Executive and Finance Committees were formed out of the Board of Trustees. As RACU has developed, the Board of Trustees has been responsible for strategic planning and two ten-year plans. During the Development Period, the Board of Trustees began to evaluate its members, president, and provost on a regular basis.

In 1996, the Advisory Board was created (Figure 14). Since then, many

outstanding leaders, professional experts, and Christian US congressmen have served on the Advisory Board as consultants. From its formation, the Advisory Board has provided the leadership of RACU with credibility.



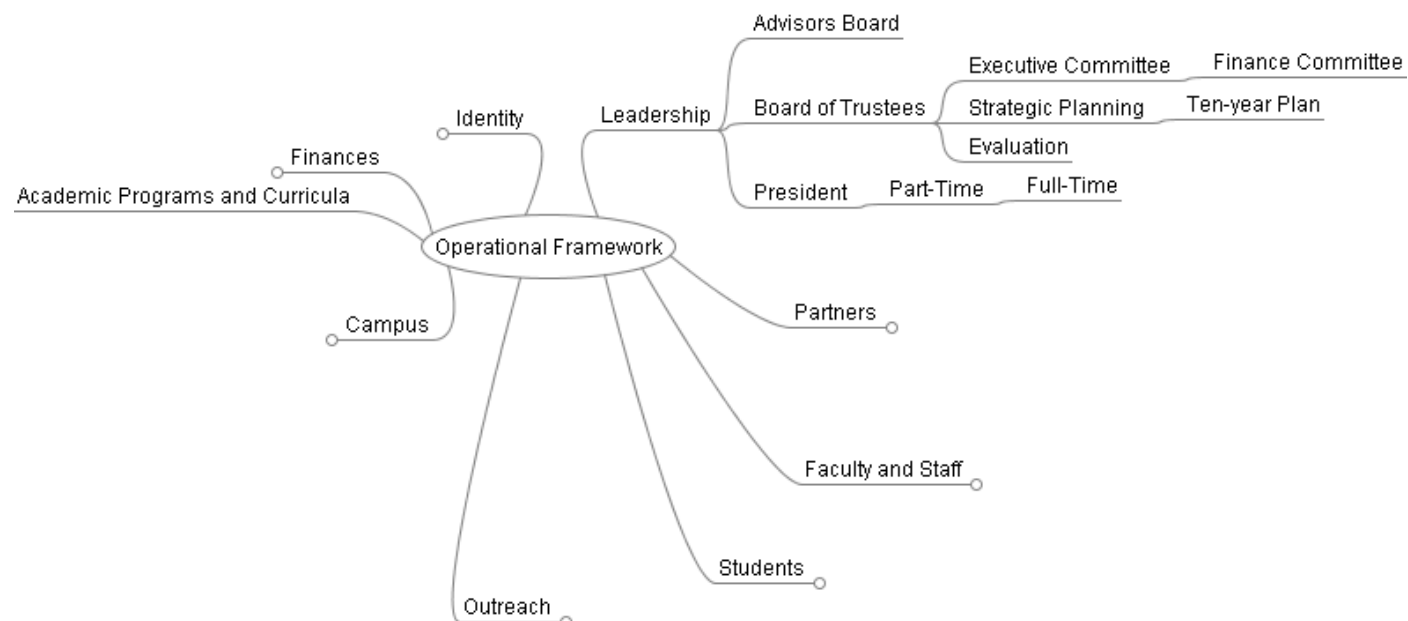


Figure 14. Operational framework of RACU: leadership.

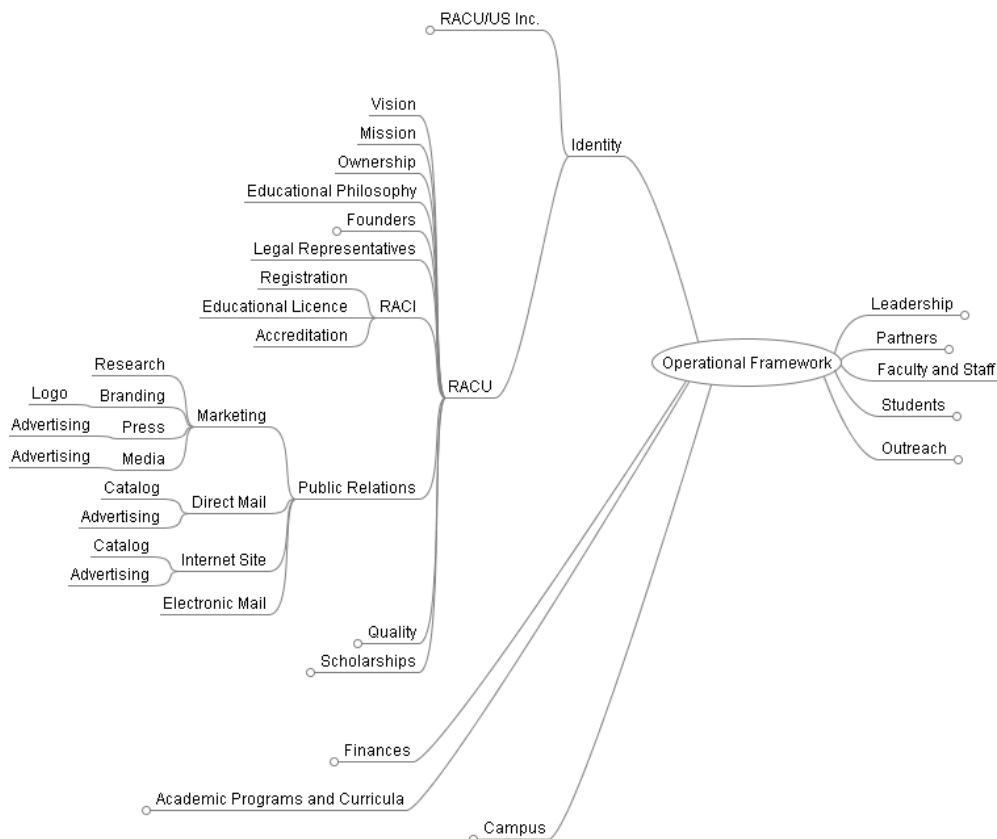
## *Identity*

The split identity of RACU is a result of its bi-national nature. Although RACU was registered as a Russian educational entity rather than an American venture, both Russian and American founders of RACU agreed on the vision, mission, type of ownership (private), and educational philosophy (core values) of RACU (Appendix F).

With the assistance of legal representatives, RACU was first registered as a cultural organization, but was soon re-registered as an educational establishment to offer training to its students. In 1996, after RACU acquired an educational license, the university offered its first courses.

Until 2003, RACU offered unaccredited academic programs. To receive state accreditation in Russia, RACU was required to graduate at least one class. Although the first graduation at RACU was in 2001, it took almost two years to get accreditation for its two academic programs (Appendix S). When RACU was going through the accreditation process, it was reclassified as an institute. Since the term “institute” is used differently in Russia and reflects rather the size of a higher education institution in Russia, the administration of the university kept the original English name, but changed its Russian name from Russko-Americansky Christiansky Universitet (RACU) to Russko-Americansky Christiansky Institute (RACI). Meanwhile, the development of RACU’s public relations (Figure 15) played a significant role in forming RACU’s identity.

From its beginning, RACU utilized marketing to expand Christian public awareness of its operations. The university began to advertise in Christian media and the press. After initial market research, prospective students were specifically targeted through public relations initiated by the administration.



*Figure 15. Operational framework of RACU: identity (public relations).*

Over the years, RACU invested in the development of its own logo. Almost every five or six years RACU has updated its image. A good example of this process is the development of RACU's logo (Figure 2 and Figure 4).

RACU also used a direct mail approach to provide its catalog and brochures to churches and other Christian organizations to inform prospective students about RACU's academic programs.

As informational technologies developed, RACU began to utilize the Internet through its Website and electronic mail. The academic catalog and general information about RACU are now accessible online.

From its beginning, RACU has focused on providing quality education for its students. Periodically, RACU has consulted outside experts who have performed formal and informal evaluations.

In pursuit of credibility, RACU has become an affiliate member of several organizations such as the Association of Non-State Universities (ANU), the Council for Christian Colleges and Universities (CCCC), the International Association for the Promotion of Christian Higher Education (IAPCHE), the Alliance of Universities for Democracy (AUDEM), and the Euro-Asian Accreditation Association (EAAA).

In 2006, the university set itself on a course to become a prestigious private Christian liberal arts university in Russia. In addition to providing a quality education through its state-accredited academic programs, RACU has begun construction of its new state-of-the-art campus.

Since its beginning, RACU has provided affordable education for Russian students. Initially, RACU awarded every student several scholarships (Figure 16). RACU was a new school with unaccredited programs that were heavily subsidized. RACU has enjoyed significant support from foundations, funds, and individual major donors contributing to the fundraising campaign led by Bernbaum in the US.

The idea of supporting a Christian liberal arts university in Moscow had been attractive for a long time. However, after five years of RACU operations, the funding began to decrease. As a result, the leadership of RACU had to find new sources for supporting its academic programs and discover new ways for decreasing the costs of operations.

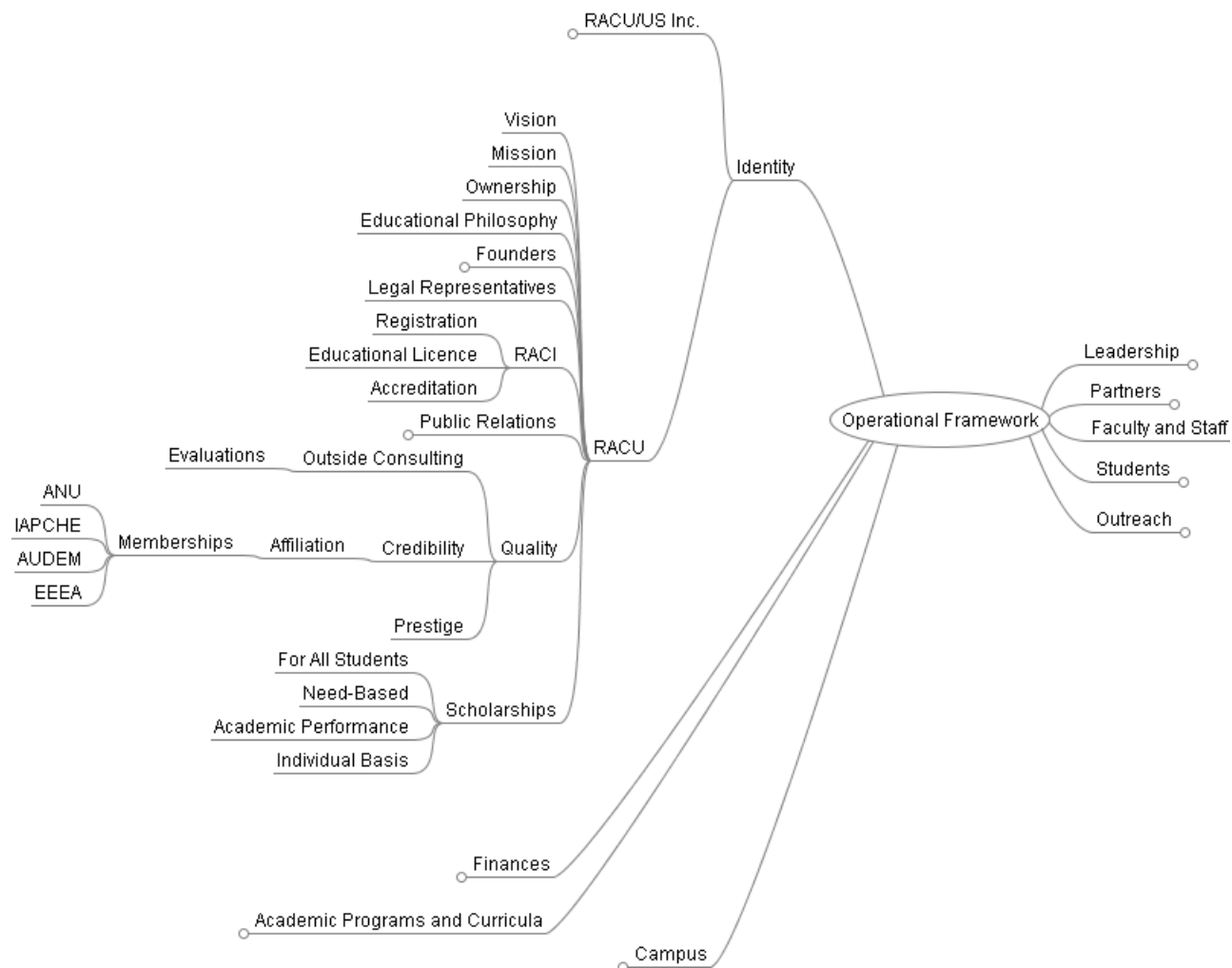


Figure 16. Operational framework of RACU: identity (quality & scholarship).

In 1999, the administration of RACU abolished the practice of awarding non-academic scholarships to all students. In addition to saving almost \$17,000 and eliminating unnecessary taxes for non-academic scholarships, the new policy helped RACU break the culture of dependency that was artificially created during the first two academic years. Although students were no longer receiving scholarships for housing, transportation, and food, RACU continued to provide financial aid on an individual basis for needy students. New financial aid policies at RACU helped to link scholarships to the academic performance of students and began motivating RACU students to strive for academic excellence in their studies.

Another part of RACU's identity has been RACU/US Inc. (Figure 17). It is a 501(c)3 non-profit corporation established in 1995 to process tax-deductible gifts and donations from RACU's fundraising campaign in the US and to financially support the university. It has its own Charter, Foundation Agreement, and Articles of Incorporation. It is governed by the Board of Trustees that oversees activities of RACU/US Inc. in the US and Russia. It has legal representation and is bound by US law to report to the Internal Revenue Service (IRS). From its establishment, one of the members of the Board of Trustees of RACU/US Inc. offered his professional legal services free of charge. However, in 2001, RACU/US Inc. had to change its legal representatives. It was an unexpected change which increased RACU's legal expenses and its annual budget.

Although there is a difference in the structure of the Board of Trustees of RACU/US Inc. and RACU's Board of Trustees, they significantly overlap. All Americans who serve on the RACU Board of Trustees are members of the RACU/US Inc. Board of Trustees. Additionally, the treasurer and a legal representative serve on the RACU/US

Inc. Board of Trustees to insure the integrity of all RACU/US Inc. operations before the US government represented by the IRS.

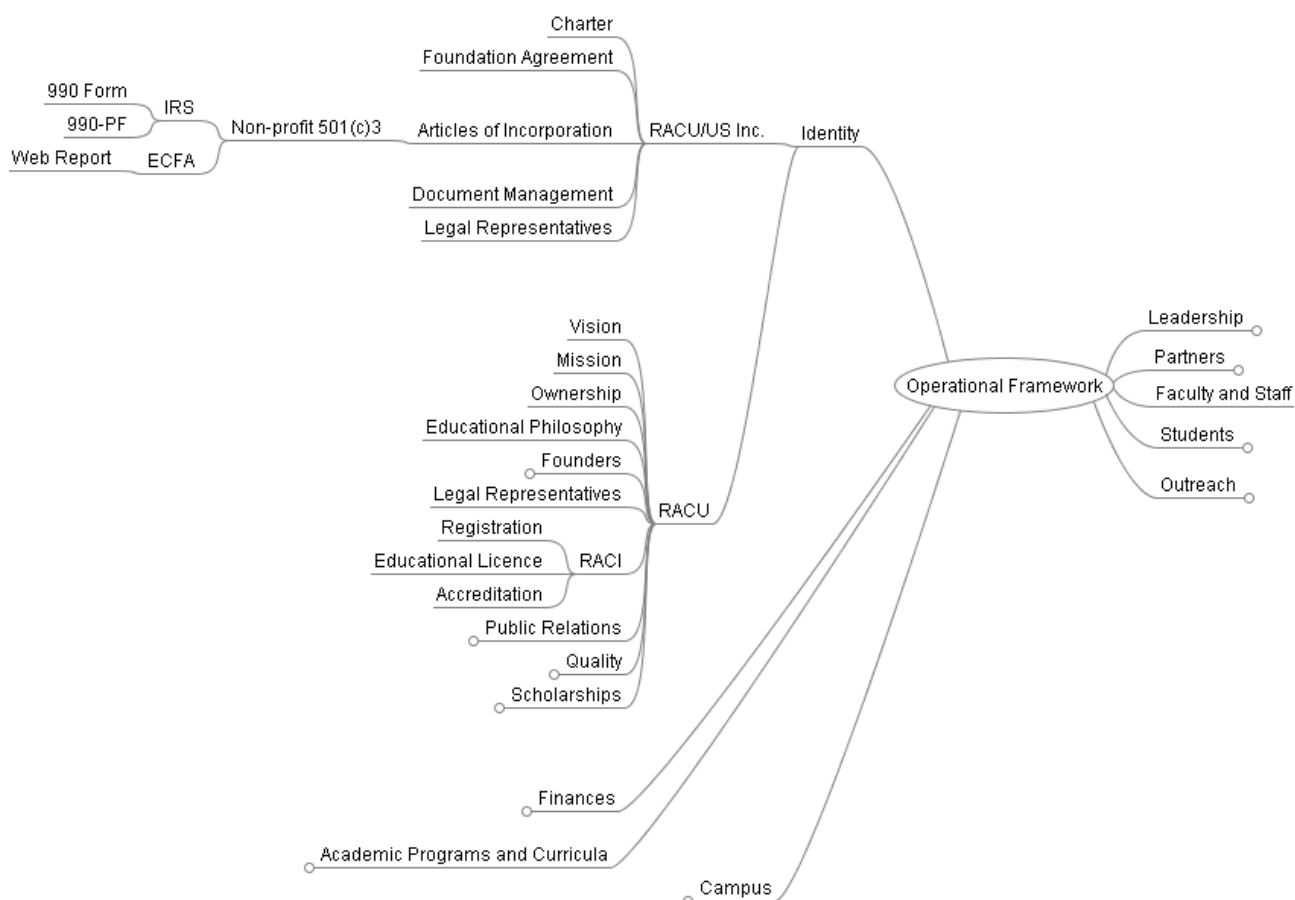


Figure 17. Operational framework of RACU: identity (RACU/US Inc.).

From its beginning, RACU has invested in establishing integrity in its operations. One way of evaluating the integrity of an organization is to analyze its financial records. Although this study excluded financial research questions from its main purposes, it identified two legal ways to obtain the financial records of RACU/US Inc. released for public access. First, the IRS 990 and 990-PF forms are available from the IRS through

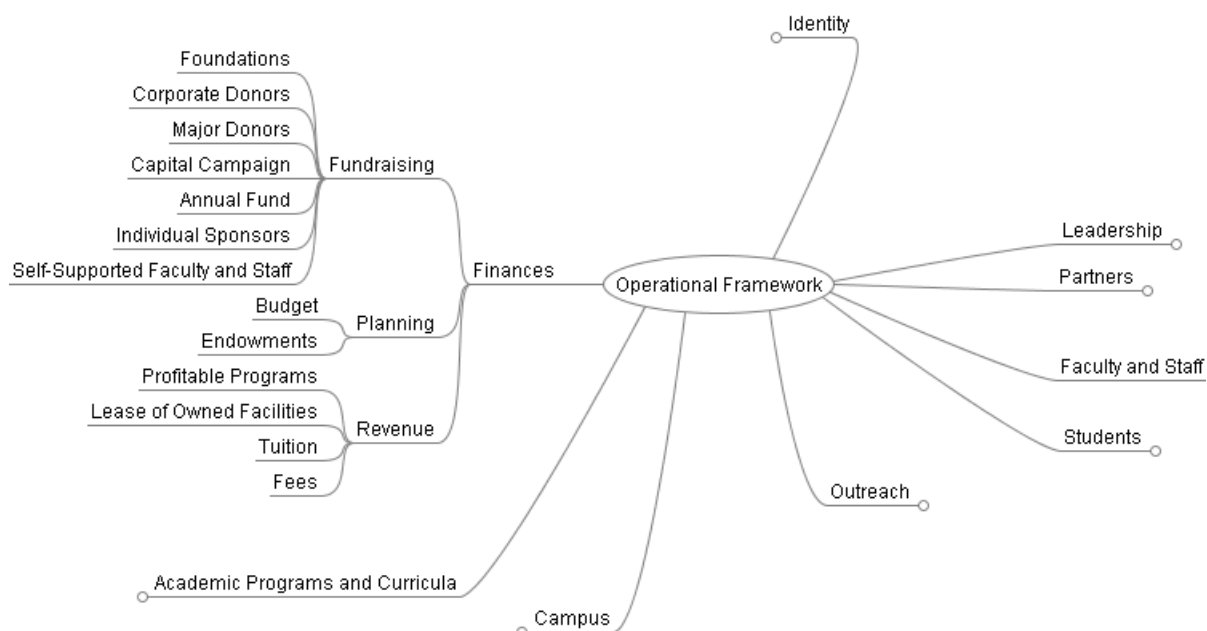
special order. Second, fiscal reports (2003 – 05) are made available for viewing from the Evangelical Council for Financial Accountability (ECFA) Website (<http://ecfa.org>). On December 6, 2001, RACU/US Inc. became a member of ECFA under the Russian-American Christian University/US moniker.

### *Finances*

The financial support of the university is a complex part of RACU's success. This case study identified several major sources of the financial base of RACU. A continuous fundraising campaign is a major financial source for RACU. The responsibility for the fundraising belongs to the president and it is a very great challenge. For many years, Bernbaum dedicated most of his time to building relationships with potential donors. The different sources of support for RACU over the years include: 1) foundations, 2) corporate donors, 3) major donors, 4) individual donors, and 5) self-supported faculty and staff (Figure 18). Bernbaum also used capital campaign and annual fund as additional channels for fundraising.

North America has a long history of philanthropy. Thousands of corporations, big and small businesses, and charitable foundations disburse funds according to their vision and core values to leave a legacy. Post-communist Russian culture is very different from that of North America in this sense. Although there are some individual exceptions, Russia does not have well-developed systems that give money to support Christian higher education. Only time will tell if Russian businesses will embrace philanthropy and charity as their core values and choose to support organizations that educate young people according to Christian ethics and morality.





*Figure 18.* Operational framework of RACU: finances.

The process of writing proposals is necessary to receive grants from foundations in the US. Over the years of its existence, RACU has had a designated staff position for a grant writer who has also served as a personal assistant to the President. RACU has a history of many grant proposals that have brought significant amounts of money for the development of the university. However, funds from foundations are short-term and typically last five years at most.

The relationships with corporate donors may last longer, but it requires constant stimulation and consistent provision of incentives. Most of RACU's corporate donors have had a specific interest in RACU's students as interns and RACU's graduates as potential employees. Both the president and the administration of RACU have been involved in cultivating relationships with corporate donors. Most of RACU's corporate donors have been American corporations. However, the leadership of RACU has

invested time and effort encouraging Russian corporations to support the university. Although the outcomes of these efforts have been somewhat successful, the administration of RACU believes that the demand for RACU alumni will continue to grow.

Major donors are another source of RACU's financial support. These are the people who contribute over \$5,000 to RACU. Through personal relationships, Bernbaum has been developing this network of affluent Christians in the US for many years. Among other ways to meet prospective major donors, Bernbaum has led Volga River boat trips. This method proved to be a highly successful way in providing prospective donors with a glimpse of Russian culture and RACU's vision for training young Christians to become leaders of their country.

In 2001, RACU launched a capital campaign focused on establishing RACU's physical presence in Moscow. During that year, RACU acquired one of the few remaining properties in Moscow. A long-term lease contract for a period of 49 years was an important step to launching a capital campaign. Although the leadership of RACU wanted to break ground in 2002, the struggle with local contractors and city officials complicated the matter and delayed the construction of RACU's new campus. Subsequently, the capital campaign was moved down the list of priorities for RACU. The capital campaign slowed for several years, but once RACU broke ground for its new campus facilities in 2006, the leadership of RACU elevated the capital campaign to its highest priority.

An annual fund has been another venue of financial support of RACU. This fundraising activity has been conducted among the constituents of RACU before the

end of each calendar year. Typically, an annual fund has been used to boost the general fund and finish the year within a planned budget.

While donations from individual donors account for a smaller portion of RACU's finances, it represents a group of more than a thousand people who have supported RACU's vision on a regular basis. They receive regular newsletters from the President with occasional donation requests for specific goals. These newsletters contain the latest updates about RACU and student profiles that introduce individual donors to real stories of students who have directly benefited from donations through awarded scholarships. Additionally, newsletters include reflections from the President on Russian society and culture that help to bridge the gap between American donors and Russian students.

A significant part of RACU's funding has been generated by self-supported faculty and staff. This unique academic practice has been adopted by RACU since 1995 when Bernbaum and Clark began to raise their own support. One of the major reasons for establishing RACU/US Inc. was the need to process tax-deductible donations for the faculty and staff of RACU. The uniqueness of this arrangement is that the burden of fundraising lies on self-supported faculty and staff. However, RACU provides additional support that includes the processing of tax-deductible donations, access to a direct mailing staff working in the US, letters of endorsements from the leadership of RACU, and the management of donor relationships. Additionally, RACU provides its self-supported faculty and staff with a compensation and benefits package that includes health and emergency insurance, and a retirement program.

Most of the self-supporting faculty and staff at RACU have been Americans. It is uncommon for Russians to raise their own support. This is why most Russian faculty and staff are hired by RACU. However, some American faculty is also hired. This helps RACU insure that the key leadership positions are occupied by American faculty with long-term commitments. Therefore, the financial burden for supporting paid faculty and staff is the responsibility of RACU's leadership.

Financial planning through budgeting has also been a key to the financial success of RACU. For many years, the RACU administration insured that a carefully planned budget would be executed rigorously. However, several academic years at RACU were difficult because of unexpected expenses or the lack of cash flow from projected fundraising campaigns. During times of financial crisis, the administration has been forced to take serious actions that have included cutting some budgeted expenses, increasing the effectiveness and efficiency of operations, and eliminating some faculty and/or staff positions. Some formerly fired faculty and staff remained displeased with the way RACU has handled dismissals. However, it has generated suggestions from some working faculty and staff about needed adjustments for the dismissal process. As a result, the administration of RACU has established policies that address this difficult matter.

Another aspect of financial planning at RACU is the establishment of endowments. The primary purpose of these funds is to insure the financial security and stability of academic programs at RACU. In addition, RACU plans to establish a separate endowment fund for the maintenance of student scholarships.

The historical development of Christian liberal arts programs at RACU has demonstrated that they are not profitable. In fact, a tremendous investment of capital and human effort is required. However, the administration of RACU is actively seeking innovative ways to secure RACU's investments and provide streams of revenue for RACU's academic operations.

According to RACU's strategy, projected revenue will come from several diverse sources. First, the university plans to start several profitable academic programs. Second, once the construction of the new campus facilities is completed, extra office space will be leased at commercial prices. Third, as RACU's prestige grows, tuition and fees will increase to provide additional funds for academic operations.

Since the mission of RACU does not include financial gains, RACU may never achieve profitability. However, searching, planning, anticipating, and generating revenue from its operations will bolster RACU's growth over time.

### *Partners*

Educational and business partners of RACU (Figure 19) have played an important role in its history. They provide continuing funding and support while the Board of Advisors assures RACU's credibility. Among educational partners have been both Russian and American institutions of higher education that have supported the vision of RACU. Many American members of the Council for Christian Colleges and Universities (CCCCU) were involved from the Gestation period of RACU's development. These schools have played a major role in developing the idea of a Russian Christian liberal arts university. In addition to long-term financial institutional support, these

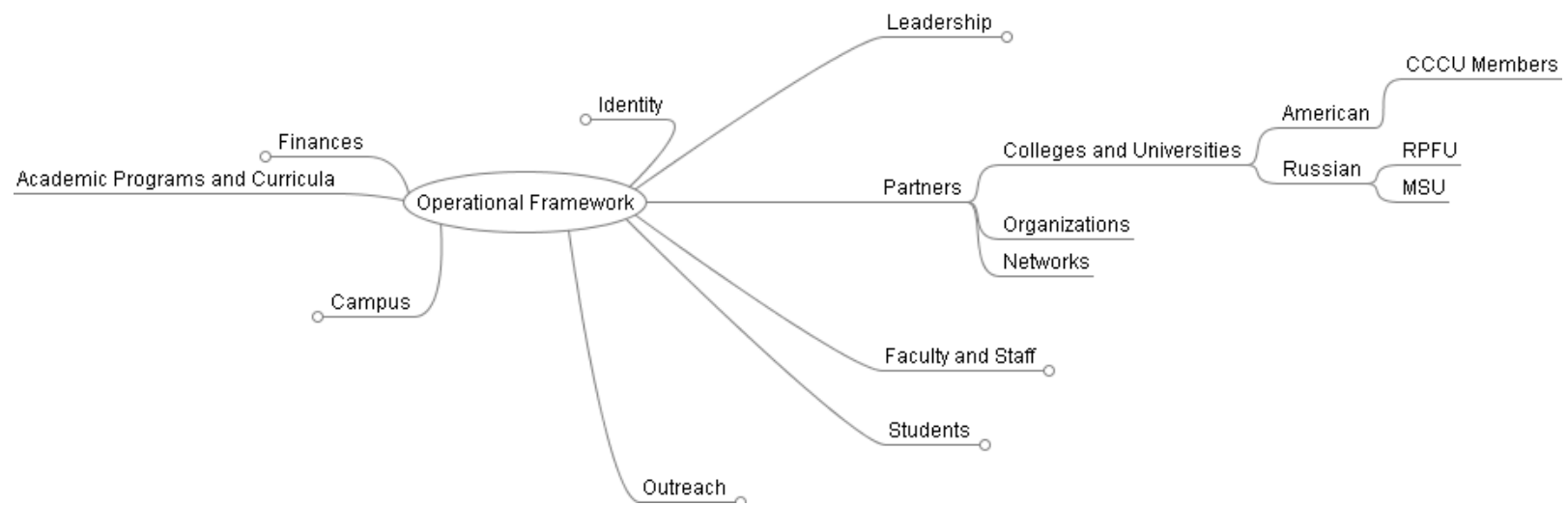


Figure 19. Operational framework of RACU: partners.

educational partners have provided a pool of Christian faculty vital to the formation of a distinct Christian liberal arts university in Russia. Since most of the American faculty who have taught at RACU have been on sabbatical leave from their respective CCCU colleges and universities, the financial burden of salaries and benefits for these faculty has been on the shoulders of their sending schools. Additionally, these educational partners have provided designated staff who have coordinated and supported relationships with RACU.

Russian educational partners such as the Russian Peoples' Friendship University (RFPU) have provided their expertise and connections to establish RACU in Moscow. A personal relationship between Bernbaum and Nikolai Trofimov, Vice Rector of RFPU, has provided additional support for RACU's recognition.

Later, a friend of Trofimov, V. M. Philipov, became the Rector of RFPU, and the friendships between leaders of RACU and RFPU continued. Then, Philipov became the head minister of the Russian Federation Ministry of Education. Knowing someone at the top has helped RACU to get access to needed government officials.

Since RACU has had to lease campus facilities from its beginning, Russian partner universities like RFPU and Moscow State University (MSU) have provided their academic facilities for lease. However, having business relationships not covered by an official lease contract (in the case with MSU) proved to be unstable. RACU's leadership have learned that once a verbal agreement about the cash payments was established, RACU was not able to change the nature of the lease contract and had to abandon leased MSU campus facilities abruptly. This was one of many situations when RACU's leadership decided to avoid bribes and pay a full price for the consequences.

Although RACU has faced multiple challenges in its operations, many business partners of RACU have provided discounted prices, favorable conditions, and support for RACU. The administration has maintained strong relationships with business partners who have provided internship opportunities and full-time jobs to alumni of RACU. Almost half of the president's time spent in Russia has been dedicated to networking and the development of relationships between RACU and corporate partners of RACU.

Another kind of partner of RACU has been a network of Protestants who have provided access to a pool of prospective students. Through continuous nurturing of church relations, RACU has insured the continuous growth of the student body. Meanwhile, as RACU has developed, it has expanded its marketing and recruiting campaign to other evangelical networks and non-denominational Christian media and the press.

Although it is difficult to measure the value of services that RACU's partners have provided, some of the growth and expansion of the university can be attributed to the efforts of these organizations.

### *Academic Programs and Curricula*

One year prior to presenting its full-time undergraduate programs, RACU offered preparatory summer courses in English. The courses were free of charge and proved to be successful. During the next year, RACU repeated another round of preparatory courses in addition to RACU's English Language Institute at the leased RFPU campus facilities. The pilot project attracted many prospective students to RACU's full-time



academic programs. Several months later, RACU opened its doors to the first entering class on the campus of RFPU.

Originally, RACU offered undergraduate academic programs with two majors: business and economics, and social work. As the university continued developing, RACU introduced an English minor that later was upgraded to a major. Although the English major has expanded a variety of academic programs offered by RACU, this academic program has had difficulties attracting new students. This can be partially explained by a psychological factor of value attributed to accredited academic programs. Because the first two majors were accredited and the English language and literature major was not (Figure 20), recruiting students into new unaccredited academic programs has been difficult. In spite of the same quality of education, the English language and literature major has had a slow start.

Similar to American Christian liberal arts colleges and universities, all major academic programs of RACU have shared general educational core courses. Most of the academic programs at RACU have been offered during the day. However, as the university has developed, the adult learning program has accommodated RACU's students by offering a limited number of evening courses.

The original curriculum of RACU had a variety of elective courses. For some time, the faculty of RACU has been stressed by teaching numerous elective courses to only a few students. After several professional consultations, RACU's administration decreased the number of elective courses. As a result, many elective courses have been replaced by required courses stipulated by the Methods-in-Education Department (UMO - a Russian abbreviation) of the Ministry of Education.

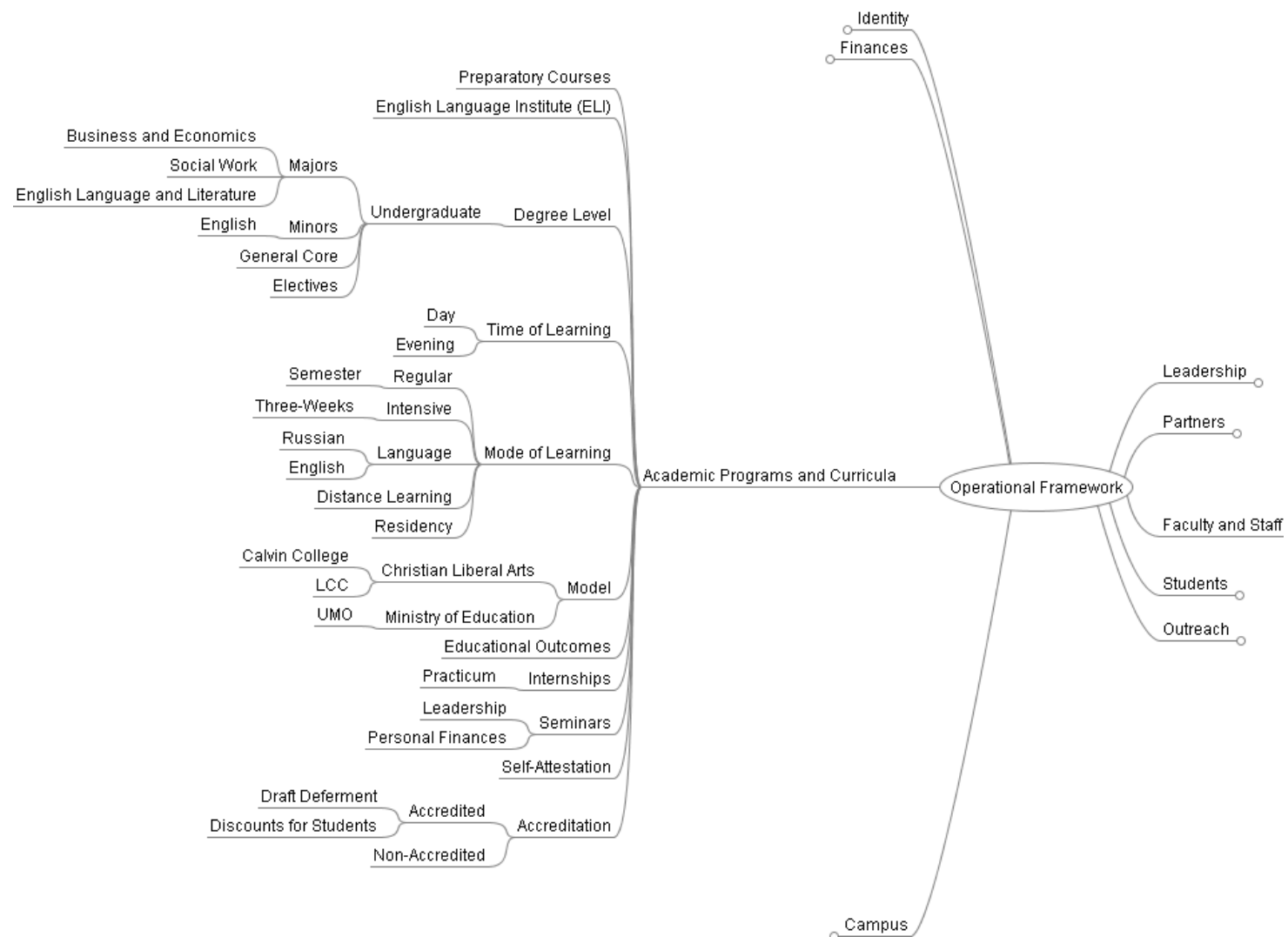


Figure 20. Operational framework of RACU: academic programs and curricula.

Over the years of its existence, RACU has offered two primary modes of learning: regular and intensive. The regular mode is characterized by courses being offered over the period of one regular semester. The intensive mode is characterized by courses offered during two- or three-week summer modules.

From the very beginning, RACU has offered courses in two languages: Russian and English. Each course has been taught in one language only. Usually, the language of a course has been selected by the instructor of that course. Because RACU's Russian students admitted to major academic programs are required to be proficient in English, learning in bi-lingual academic programs has provided them with unique experiences. By the time of their graduation, most of RACU's students demonstrate confidence in their ability to communicate in English.

For many years, distance learning has been at the top of the development priorities of RACU. The development of distance learning courses requires significant financial investments in hardware, software, and human resources. Most of the development has been done through self-guided pilot projects of RACU's Information System staff. Some projects have been abandoned or terminated for uncertain periods of time due to the departure of key persons or an IT director.

Over the years, RACU has learned to garner the commitment of its IT staff and designated faculty before taking on new development projects. Only projects that have depended on collective decisions of groups of involved developers have reached their full potential. To continue its goal of remaining at the cutting edge of progress, RACU has begun to invest in the continuous training of IT staff.

RACU has also shifted from using proprietary information technology solutions to alternative solutions based on open standards. For example, after the initial testing and deployment of IBM's proprietary distance education technology, RACU opted out for an open source solution called modular object oriented distributed learning environment (Moodle). In the summer of 2005, Moodle was used for RACU's first intensive course in economic development. This course was offered out of necessity. Professor Jonathan Warner could not come to Moscow in person. Because RACU could not find a substitute instructor, the administration asked Warner to attempt a distance learning option. This was the first course involving a professor in the US teaching students in Russia. The experiment demonstrated some benefits and potential value of distance learning courses for a bi-national university. Although some of RACU's courses have been offered using online distance education technology, most of these courses have been offered by local faculty to resident students.

From its beginning, RACU was designed as a Christian liberal arts university. The original curricula of RACU were modeled after Calvin College (Grand Rapids, MI) and modified based on experience of Lithuania Christian College (LCC). However, it has taken many years to adapt RACU's curricula to Russian higher education standards. Over the years of self-attestation and accreditation, RACU has developed good working relationships with the members of UMO. This collaboration has helped RACU create unique curricula that adhere to secular standards while integrating faith and learning from a distinctly Christian perspective.

RACU has been committed to developing highly competent students who possess an integrated Christian world view and who define themselves as life-long

learners. To achieve this goal, RACU has changed its academic programs according to expected educational outcomes that address three main areas of competence of RACU's students: 1) communication and reasoning skills, 2) Christian maturity and understanding, and 3) a world perspective.

The success of RACU in graduating competent students can be traced to several important decisions that the Board of Trustees made. First, RACU has raised the requirements for entering students. Second, RACU has limited accessibility to academic programs to confessing Christians. Third, RACU has raised the standards for recruiting faculty and staff. Fourth, RACU has gone through extensive self-attestation and has achieved state accreditation of its academic programs.

This has allowed the university to issue draft deferments and provide state-sponsored discounts on public transportation for students. Fifth, RACU has insured that students have internships (practica) that develop real life experiences that lead to potential placement after graduation. Sixth, RACU has raised graduating standards that resulted in better-prepared potential life-long learners. Seventh, RACU has invested in student development that provides extra curricular activities (leadership and personal finance seminars, support through individual mentoring, counseling, and advising) that enrich student life.

### *Faculty and Staff*

Two of the most valuable assets of RACU have been its staff and faculty (Figure 21). The purpose of RACU staff is to enable the development of the university through service to faculty and students. The staff of RACU was in place before the faculty and

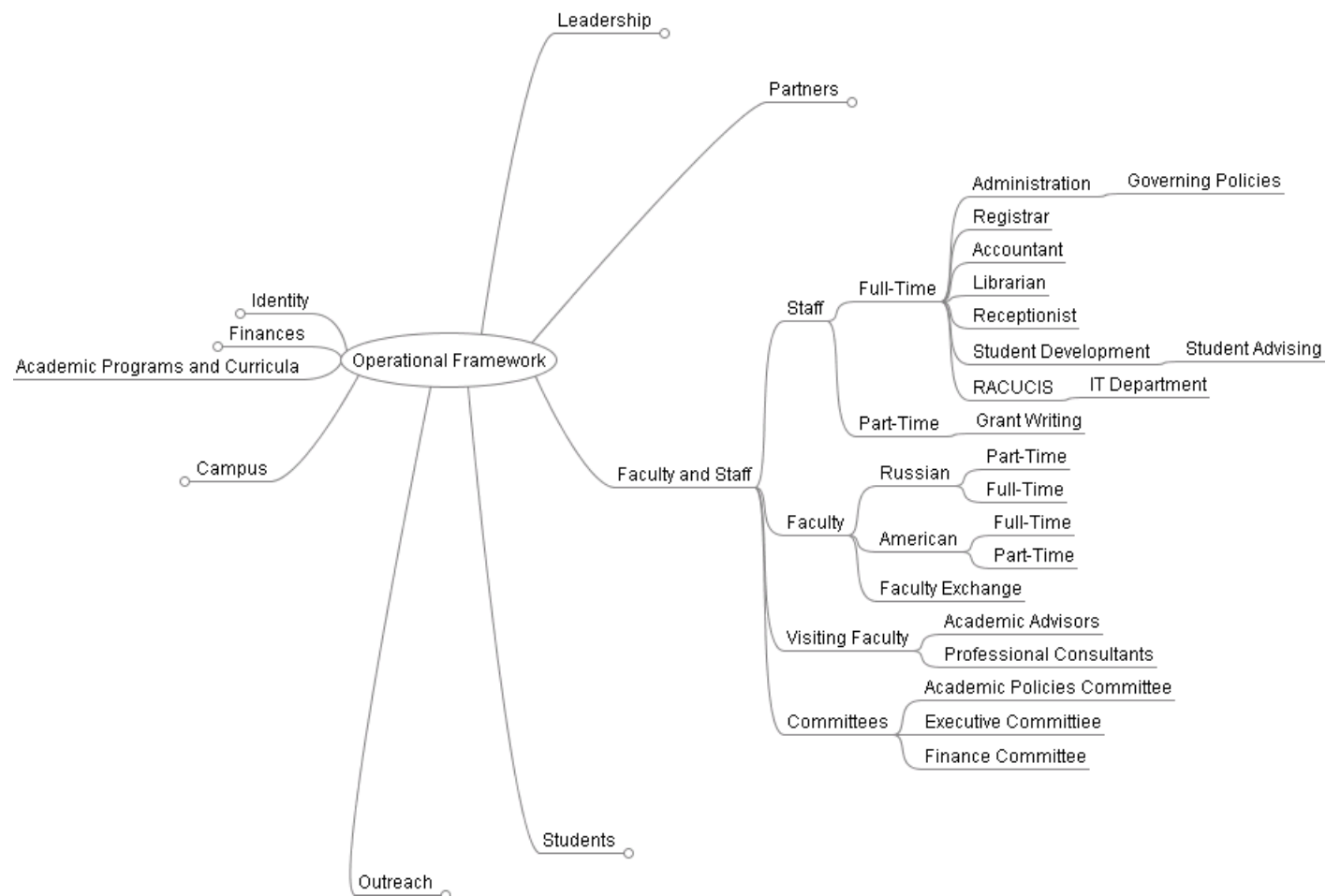


Figure 21. Operational framework of RACU: faculty and staff.

students. In the early years of RACU, many staff took faculty positions in addition to administrative responsibilities. Most of the administrative staff have worked full-time and have taught overtime because of the lack of full-time faculty during the early years of the university.

As RACU developed, its need for governing policies became evident. These newly created policies define the roles and job responsibilities of the administrative staff and leadership of RACU. Over time, the administration has developed job descriptions for every added faculty and staff position.

Among the first staff positions were the position of secretary, registrar, accountant, librarian, and receptionist. However, in the beginning, many administrative staff shared the responsibilities of these positions.

Until 2004, RACU did not have a dedicated full-time student development position. However, many staff and faculty served as mentors and counselors in a student advising role. As the student body of RACU grew, the need for a full-time student development officer became evident. The position was filled by one of RACU's graduates, Peter Smirnov, who finished his graduate studies in the US and returned to serve at RACU.

During its early development, RACU established the Center for Information Systems (RACUCIS) to address the computer needs of its students, faculty, and staff. The information technologies (IT) department became the core of RACU's computer services. Several years later, the staff of the department began supporting the development of distance education (DE) and continuing adult education programs (CAEP).

From the early stages of development, RACU utilized the services of a grant writer. This part-time staff position was created to facilitate the fundraising efforts of the President by preparing grant proposals for different foundations, charitable organizations and trusts.

The faculty is one of the most important assets of RACU. From the beginning of academic activities, some faculty had full-time positions, while others had part-time positions. Because RACU was not able to hire full-time faculty from the very beginning, most of the full-time faculty positions were filled by self-supported American faculty. Most of the Russian faculty at RACU was hired for part-time positions. In addition to the lack of finances, the lack of qualified Russian candidates prevented RACU from having a balanced, bi-national full-time faculty representation for a long time.

Faculty exchanges and visiting faculty have been additional means by which RACU has supplemented its faculty resources. Most intensive two- or three-week courses at RACU have been taught by adjunct faculty from RACU's partner colleges and universities. Although these faculty exchanges have been primarily one-way (RACU was on the receiving end), the situation will change as the university develops its own Russian faculty who then get invited to teach on campuses of partner institutions in the US.

After RACU graduated several classes and acquired state accreditation for its several academic programs, it became fully qualified to accept distinguished visiting scholars. RACU's prestige increased when Dellenback and Fulbright scholars visited the university to lecture. In addition, they offered valuable academic advice that helped RACU improve its operations.



When the leadership of RACU needed additional help, the services of external professional consultants were utilized. This practice was valuable for obtaining fresh evaluations of RACU's operations. Many improvements at the university were based on the application of recommendations of professional consultants.

Another valuable internal resource of RACU's development has been the creation of different committees that have served as task forces to accomplish specific goals. For example, the Academic Policies Committee was formed to make recommendations to the Board of Trustees on academic programs, admissions, faculty recruitment and evaluation. An executive committee was formed to review all recommendations from the various Board committees, to oversee the administrative staff of RACU in Moscow, and to prepare schedules and agendas for Board of Trustees meetings. The Finance Committee was formed to review financial updates for Board meetings, to make recommendations for salary and benefits for the American staff of RACU, and to oversee the work of the RACU/US, Inc. office.

### *Students*

Without its students, RACU would not be a university. They are the heart of RACU's mission and the university exists to provide them with a life changing education and opportunities to begin their professional lives.

RACU is not for every Russian student. It is a prestigious private Christian liberal arts school governed according to policies based on its core values. Although RACU began as an open access school for Christians, over time it became more selective.

First, it offered 3-week English language courses with open access and free of charge to attract prospective students to RACU. After initial success, these courses were offered a second time along with the English Language Institute (intense English program). Later, RACU acquired legal status as an educational entity and enrolled its first full-time class that became RACU's student body.

Although RACU's academic curricula have been designed as four-year courses of study, some students have not been able to meet the demands of full-time studies and have had to choose (as an exception) part-time enrollment (Figure 22). Only later, when RACU began to offer continuing adult education programs (CAEP) during the evenings, did part-time enrollment become fully integrated into the academic process.

In some cases, students have had to take academic leave for a year or more. Although this has not been a common practice, it became a serious problem when RACU's male students were drafted. They were forced to take academic leaves. Although there were alternative military service opportunities available for young men, these opportunities excluded full-time enrollment in higher education institutions. Until RACU secured state accreditation of its academic programs, the university was not able to issue draft deferments. Until 2003-04, full-time enrollment of male students at RACU was low.

Although many students have received scholarships at RACU, they often have had to take part-time jobs available on campus. In addition to work, students have had opportunities to develop relationships with their supervisors who often took on additional mentoring roles. Many staff and faculty at RACU believe that mentoring is an important part of the extra curricular program in training future leaders.

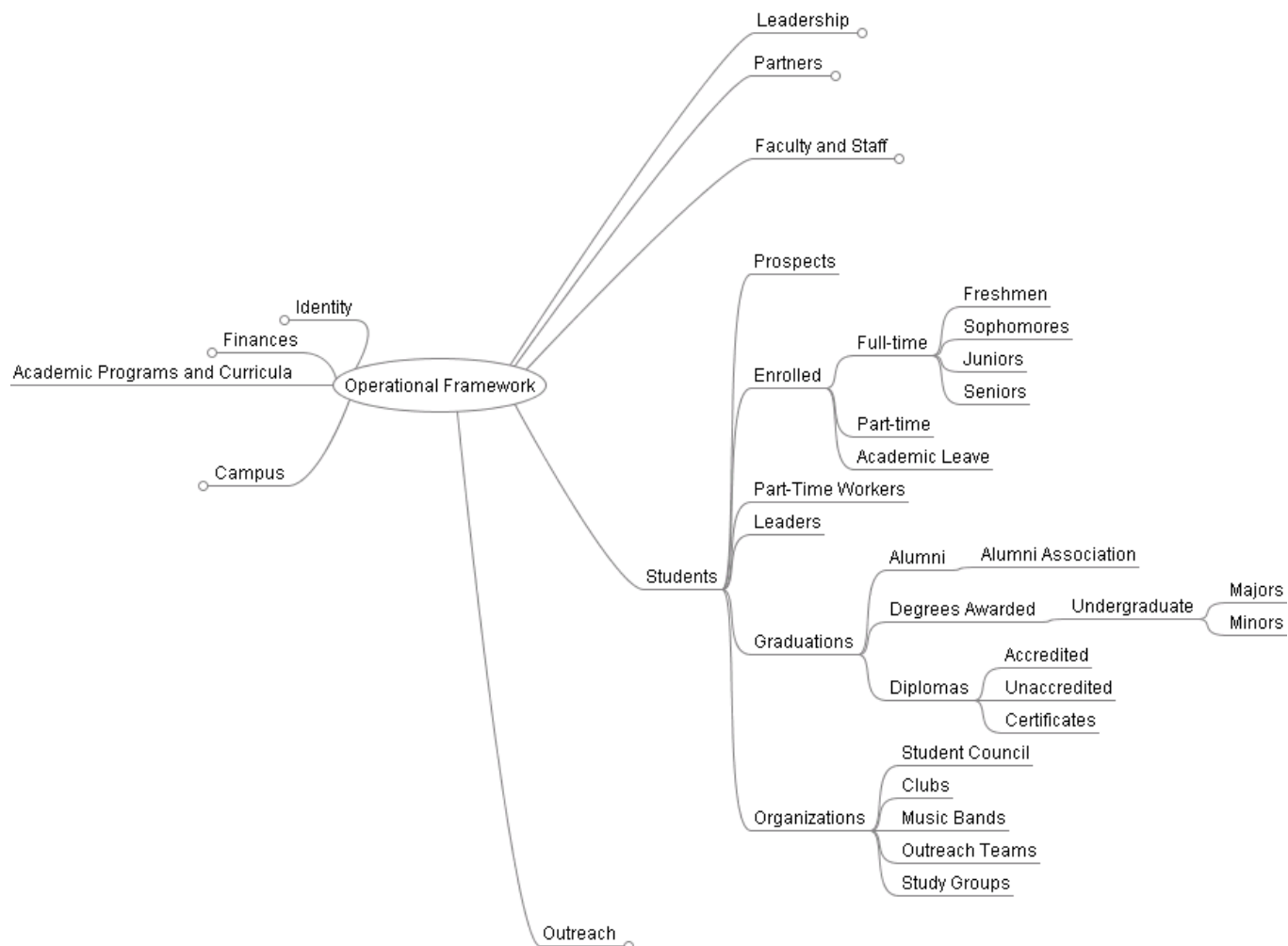


Figure 22. Operational framework of RACU: students.

Over the years, some students have developed long-term relationships with their mentors and commitment to RACU. After graduating, they were hired by the administration. Other students, encouraged by their mentors, have pursued graduate work. In some cases, RACU's alumni pursued doctoral studies with the anticipation of returning as full-time faculty or staff at RACU.

Most of RACU's academic programs have been designed to equip students to become leaders in their fields of work. Because the history of RACU alumni only recently began, it will take time for RACU graduates to emerge as real leaders. Meanwhile, some alumni have already distinguished themselves by using their education and leadership skills in their current work places.

After RACU graduated several classes, the administration and alumni of RACU created the Alumni Association. This organization is dedicated to building community among alumni and friends of the university by providing 1) opportunities for service, 2) access to career networking systems, 3) educational and social programs, 4) alumni class reunions, and 5) information about the university.

There are several different categories of graduates among RACU alumni. Currently, RACU is an undergraduate school that awards degrees with majors in three different fields.

Graduates who complete all requirements for their degrees receive diplomas from RACU. Only alumni of accredited academic programs receive state-approved diplomas from RACU that allow them to continue their education in any state or private institution of higher education. Meanwhile, the alumni who graduate from unaccredited academic programs receive diplomas from RACU that are not state-accredited, but

confirm the quality of RACU degrees. Graduates in this category may have problems continuing their studies in state institutions of higher education. However, when RACU receives state accreditation for its unaccredited academic programs, graduates will have opportunities to make up the differences in course work and obtain new state-accredited diplomas.

Those students who successfully complete the requirements of specific programs or non-degree courses of studies receive RACU's certificate. Certificate programs at RACU are rather undeveloped since most of the efforts of the faculty, staff, and administration are applied to the development of degree-seeking undergraduate programs.

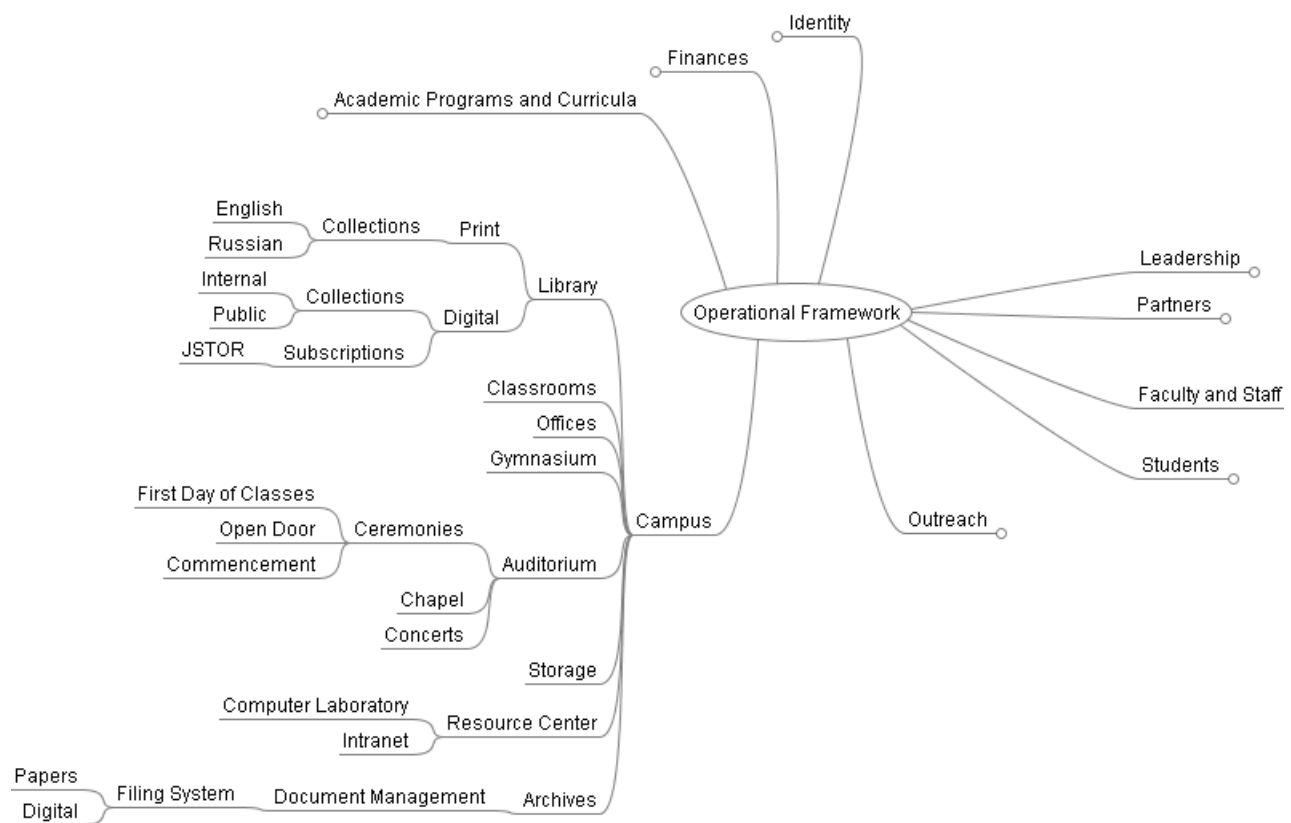
As the student body of RACU has developed, different student organizations have formed. The Student Council of RACU was created with assistance from the faculty following the pattern of Russian state universities. By creating the Student Council, RACU encouraged direct communication with the student body through its representatives. As the relationship between the administration and the Student Council developed, the chair of the Student Council began attending meetings and presenting concerns of the students to the Board of Trustees. The creation of many informal student organizations such as clubs, music bands, outreach teams, and different study groups has been facilitated and supervised by Student Development officers. These organizations have provided additional extra curricular opportunities for the personal and spiritual growth of students.

## *Campus*

Campus development (Figure 23) has been one of the main priorities of RACU's administration. Over a period of ten years (1996 – 2006), RACU's campus facilities were relocated three times. The changes in the physical location of classrooms have been related to both the continuous growth of RACU's operations and increasing lease expenses. In the rapidly changing economy of Russia, the real estate market between 1996 and 2006 was rather unstable. The prices for leased facilities increased continuously. As a result, it was not possible for RACU to acquire a long-term legal lease of any particular academic facilities that were expandable to accommodate the growth of the university. Since the traditional classroom experience is impossible without appropriate campus facilities, campus development has been one of the most difficult processes.

There are several major units in RACU's campus: a library, classrooms, faculty and staff offices, a gymnasium, an auditorium, a resource center, and archives. Over time these individual units have changed according to the overall expansion of RACU's operations.

RACU's library began with out-of-print materials donated to the university. Several valuable collections of books in English and Russian became the heart of RACU's library. Although the library facilities have been limited by space, the administration of RACU made most of the books and other print materials available on book shelves on campus. Although most Russian university libraries allow limited access to book shelves and require students to check out books through a librarian, RACU has adopted the



*Figure 23. Operational framework of RACU: campus.*

American practice of giving students direct access to book shelves with check out privileges.

Over time, RACU has needed to expand its library offerings to meet accreditation requirements. Fortunately, it became possible to obtain subscription-based online access to the Journal Storage (JSTOR) collections of electronic books and journals: the Arts and Science Collections and Business Collection.

Although the check out of books and off campus access to the digital library has been reserved for the patrons of RACU, the library has allowed the internal use of its resources by the public.

To accommodate the students with adequate classrooms, RACU's administration has leased and renovated office facilities acceptable for academic purposes. On many occasions, students have participated in campus renovations and helped RACU's staff make classrooms more comfortable. The participation of students has been a major factor in making RACU an academic home for students, faculty, and staff. This was an important factor that has helped the university survive many tough times involving relocations and changes.

On several occasions, RACU was not able to provide faculty with adequate individual office space for extended periods of time, and asked them to work and prepare for classes from their residences. Although some were unhappy about temporary working conditions, most faculty have demonstrated understanding and patience and allowed the administration to focus on the development and resolution of bigger problems.

Because RACU never had adequate facilities for its own gymnasium, the university made arrangements with sport complexes close to the main campus of RACU. Since sports play a major role in the physical development of students, Russian higher education curricula include physical exercises as required courses. RACU students take courses in different kinds of sports: swimming, volleyball, basketball, and athletic exercises. Although a gymnasium has been available to RACU students on a regular basis, the use of the facility requires special travel arrangements. As a result, not all students who would like to exercise take a trip to RACU's leased sports facilities. However, students hope that the new campus facilities of RACU will have an on-campus sports complex. In addition, the administration of RACU hopes that its own



sports facilities will allow more opportunities for generating revenue and local community outreach programs.

Over the years, one of the biggest classrooms on campus was used as an auditorium. This important part of the campus facilities has been used for many ceremonies such as the first day of classes meeting, an open door day, annual commencements, weekly chapels, or occasional concerts by visiting and student musical bands.

Another unit of the campus has been the resource center. In addition to study space, the center has added a computer laboratory. Personal computer hardware with up-to-date software applications provides students with excellent opportunities to become computer literate, research-oriented individuals. As RACU has expanded and begun to offer distance learning courses, students without off campus online access have begun to use the computer laboratory services on campus.

In addition to its computer infrastructure, RACU has invested in the development of IT courses taught by qualified staff. As a result, most RACU students are experienced computer users with adequate training for business and social life.

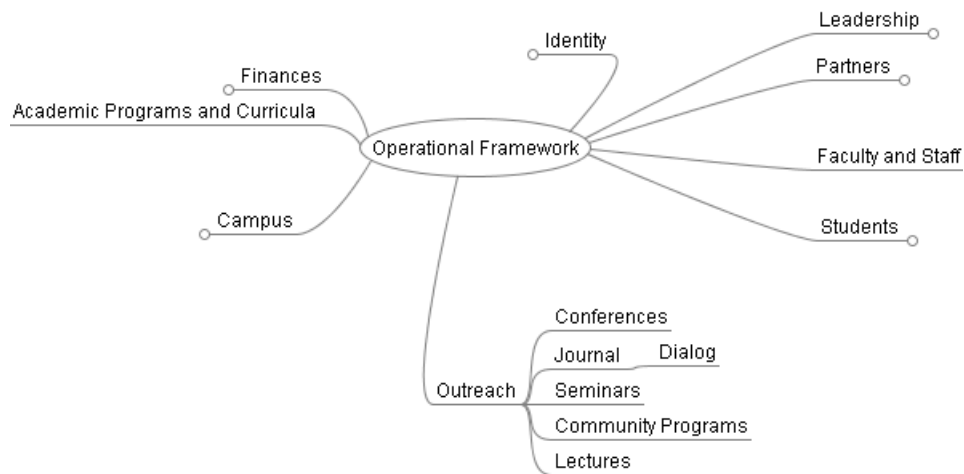
Originally, the archives of RACU were based on a well developed paper document management system. Because RACU has headquarters in both Russia and the US, most important documents have been stored in both locations. Over the years, the paper document management system has been organized chronologically. However, when the administration has needed to introduce new Board of Trustees members to RACU's history, archives have been reorganized according to the key

events and milestones of RACU. The efforts of the secretarial staff of RACU/US Inc. have resulted in a handbook for Board of Trustees' members.

In addition to paper document management, RACU began collecting digital documents on the personal computers of staff and faculty without any particular policies. However, with the development of RACU's intranet, every student, faculty, and staff member has received personal and public storage space. Nevertheless, no specific work on archiving has been done to organize the data into one centralized location. However, the IT department has implemented a systematic backup process that insures the protection of the intranet data and individual computers of staff and faculty. As the need for collaboration between the administration and faculty has arisen, different departments at RACU began demanding new features for the archiving, organization, and exchange of digital information on the intranet. As a result, RACU has deployed a new IT solution that has met growing demands and has facilitated the increased productivity of both faculty and staff.

### *Outreach*

One of the goals RACU continually pursues is an outreach to its local community. Although it is rather difficult to define a local community in Moscow, RACU has developed a number of activities such as conferences, seminars, lectures, the journal "Dialogue," and other community programs that reach out to the public from the local campus of RACU (Figure 24).



*Figure 24.* Operational framework of RACU: outreach.

For many years, the development of RACU's outreach programs has been a low priority. Unfortunately, leased facilities have prevented RACU from emphasizing outreach in its development. However, the completion of the construction of RACU's own fully equipped campus facilities for outreach is highly anticipated by RACU. The strategy developed by the Board of Trustees will increase outreach and the development of social relationships with the local community of the Babushkinsky region of Moscow.

### Recommendations

Over ten years of development (1996-2006) RACU has achieved recognition as an accredited school that integrates faith and learning across its curricula. Although the university is still in the process of acquiring its own campus facilities and developing adequate revenue streams, RACU has achieved an unusual level of maturity for a new university in Russia.

RACU is the first state-accredited Christian liberal arts university in Russia. It has secured the lead among private non-governmental faith-based institutions of higher education in Russia and has become a pioneer in its educational genre. RACU's social work program is one of the most advanced and innovative programs in Russia.

Quality leadership of the university is one of the major factors that have contributed to the success of the school. However, the majority of the leadership, consisting of the President, the Provost, and the Board of Trustees, is from America. Although RACU began to address the issue of succession, it still needs to emphasize its efforts to recruit qualified Russian leadership or develop and promote leaders from its own staff, faculty, student body, or alumni.

The optimism of RACU is based on its achievements. However, in light of its history, every time the university has experienced a growth spurt, the framework of the whole university has been under significant stress. As RACU prepares to acquire new campus facilities, it has to be ready for an unusual surge of growth. The administration of RACU should anticipate and plan for additional expansion by hiring additional full-time qualified staff and faculty or scale down its plans to expand with existing human resources.

Although additional academic space and the attraction of prospective students to the new campus facilities may significantly increase the number of students wanting to enroll in RACU's academic programs, it is recommended that the school retain the cap on its admissions. In view of the additional stress anticipated by RACU's re-accreditation process in 2007-08, an increased number of students may overload the administration, staff, and faculty with additional responsibilities. RACU should focus on

continuing its work with UMO to insure appropriate adjustments to RACU's curricula for state accreditation. It is recommended that the university focus on one significant change at a time and create follow-up projects that will sustain growth over the long haul.

Although RACU can generate additional revenue by offering new academic and non-academic programs, it is recommended that RACU refrain from starting new programs until it successfully completes re-accreditation for its business and economics and social work majors. RACU also needs accreditation for its English language and literature major in 2008. After RACU completes the process of solidifying the credibility of its three core academic programs and the achievement of high standards through accreditation, it should consider the next step of developing additional programs or increasing the number of enrolled students. Again, it is suggested to progress one step at a time to insure normal growth rather than allowing bursts of expansion that may bring negative side effects.

To increase the prestige, and to anticipate the pre-requisites for accreditation, it is recommended that RACU upgrade its faculty with both Russian and American members who hold terminal degrees in their disciplines. In addition to adding new faculty, the administration of RACU should support, encourage, and provide opportunities for the continuing education of its existing faculty. These activities may include the attainment of additional degrees, performing original research, participation in scholarly activities, conferences, faculty exchanges (locally, regionally, and abroad), lectures, publications, etc.

If RACU continues to raise the quality of its faculty and strengthen its academic programs, it may have a unique opportunity to affect national educational policy. Since the Russian Ministry of Education has searched for different ways to integrate with the international educational community, it may look at examples of how it has been done in a bi-national institution such as RACU. Perhaps RACU could consider reviewing requirements developed by the European Union higher education system.

With the successful completion of new campus facilities, RACU will have many opportunities to increase the prestige of the university. Among them are a state-of-the-art library, computer laboratories, and campus facilities to support student life.

It is recommended the RACU continue to increase its library collections with hard and digital copies of books, journals, and media materials. Perhaps RACU can tap into resources of its American partner colleges and universities.

With new state-of-the-art computer laboratories, RACU needs to consider the creation of on-campus wireless connections with broadband connections to the Internet. It is recommended that RACU provide personal laptop computers for students as part of the cost of education at RACU. However, this recommendation requires the provision of secure on-campus learning environments. It is also assumed that to study at a prestigious university, prospective students have the financial capacity to pay high tuition and fees.

Although RACU has been searching for student housing for some time, it is recommended that student dormitories be acquired as soon as possible. This will provide students with places to live, more time to study (less time commuting), and ample opportunities for personal development.

To ensure the longevity of the university, RACU has to establish endowments that will provide the long-term funding needed for stability and growth of all academic programs essential to the mission of RACU.

### Recommendations for New Christian Liberal Arts Colleges and Universities

The creation of a new academic institution requires significant investments of monetary funds and human efforts. It should be a direct response to the demand for academic training and preparation for life-long learning.

The success of a new academic institution depends on several factors of development. This study identified nine factors that directly relate to the successful process of development: leadership, identity, finances, partners, academic programs and curricula, faculty and staff, students, campus, and outreach.

It is recommended that before new academic institutions are established, the leadership needs to develop a clear vision of the purpose for the existence, and the identity of new institutions. The leadership should be adequately qualified with academic credentials and experience, and be fully committed to accomplishing the mission and to serve as champions for a new academic institution.

It is recommended that new institutions determine their core values, identity, and educational goals from the beginning. This will help to identify prospective constituencies and provide a foundation for relational development. A new academic institution will go through significant changes in its academic programs and curricula, identity (branding), faculty, and staff personnel, but it should remain committed to its

original core values and vision to assure the loyalty and faithfulness of its constituencies.

It is recommended that new institutions obtain the long-term financial support to sustain their early development. Building large endowments from the beginning should be considered as one of the top priorities for the long-term development of new institutions.

The success of new institutions also depends on the ability of the leadership to obtain adequate revenue streams. Good stewardship of acquired funds must be established to build the reputation of new institutions based on principles of integrity. Adequate and experienced financial staff should be hired to insure proper budgeting and investing of available assets. The administrative staff should be responsible for the efficiency and effectiveness of operations and the proper use of budgeted expenses.

It is recommended that new institutions seek relationships with academic partners that share their vision and core values. In addition to providing access to its faculty and staff, these partners may also provide expertise and financial support for developing academic programs and curricula. New institutions should invest in the development of collaboration and participation in common academic projects on a large scale. This will help to establish stronger ties between new academic institutions and the leadership, faculty, and staff of its academic partners.

Academic programs and curricula taught by qualified faculty define the quality of education and should be at the core of new academic institutions. To achieve external confirmation of quality academic programs and curricula, new institutions should obtain accreditation by a regional and/or state accreditation agencies. This will improve the



reputation and appeal to prospective students. In addition, if state accreditation is achieved, this will elevate the status of new institutions to the quality level of secular higher education institutions. However, new institutions should commit itself to the integrity of their academic programs and curricula to avoid the pitfalls of secular higher education. It is better to offer a small number of academic programs in the beginning to avoid overload and to retain faculty and staff.

Continual improvement of academic programs and curricula should be a top priority of new academic institutions. They should make every effort to provide both a traditional classroom experience (on-campus) and a virtual state-of-the-art online learning environment (online access). Offering accredited distance learning programs will expand the pool of prospective students beyond national borders.

It is recommended that new institutions hire a sufficient number of qualified faculty and staff to support their academic programs. No new academic programs should be started without adequate planning, financial provision, faculty and staff.

It is recommended that new institutions hire qualified IT leadership and staff that are able to instruct and support administrative staff, teaching faculty, and students. The budget for the IT department should be treated as a strategic investment in the development of new academic institutions.

The primary reason for the existence of new institutions should be to educate students. Therefore, the needs of this group of constituencies should be a top priority for the leadership, faculty, and staff.

The prestige of new academic institutions depends on the success of its alumni. If alumni are loyal to their academic institution, they may become supporters, recruiters, and remain faithful to their alma mater.

Since students become alumni after graduation, new academic institutions should invest in building long-lasting relationships with their prospective alumni while they are students. It is imperative to provide the best learning experience for students through both academic programs and extra curricular activities.

It is recommended that new institutions acquire their own campus facilities as soon as possible. Changing the physical location of campus facilities is often viewed as a sign of instability. Therefore, if purchasing property is not a viable option, it is recommended to obtain a long-term lease of property that is adequate to sustain progressive growth of new institutions over a long-time.

Finally, if new institutions acquire their own campus facilities, they should expand their influence through outreach and services to local communities. Building relationships with local communities may generate additional revenue streams by attracting prospective students for both its academic and non-academic programs.

APPENDIX A  
SOVIET DELEGATION

CHRISTIAN COLLEGE COALITION  
US-SOVIET EDUCATION EXCHANGE  
September 25 - October 4

Soviet Delegation

1. Yevgenii Ivanovich Kazantsev, First Deputy Minister of the Ministry of Higher and Specialized Education (MINVUZ)
2. Eduard Borisovich Gusyev, Head of the Department of Education, Soviet Ministry of the RSFSR
3. Yevgenii Ivanovich Nikulishev, Director of International Government Research, MINVUZ, RSFSR
4. Aleksander Fyodorovich Khokhlov, Rector of the University of Gorky
5. Eduard Mikhailovich Sokolov, Rector, Tula Polytechnic Institute
6. Yuri Alexandrovich Moskvechyev, Rector, Yaroslav Polytechnic
7. Vladimir Vasiliovich Kostrov, Vice-Rector, Scientific Research, Ivanov Chemical- Technological Institute
8. Yuri Seraphimovich Avraamov, Rector, Moscow Automotive-Fabrication Institute
9. Oleg Fyedorovich Marusev, Founder of the People to People Foundation
10. Yevgenii Vladimirovich Mospanov, Artistic Director, Moscow Creative Arts Organization
11. Vachyeslav Yuryevich Agyeev, Director of the Organization "Estratsa" of Moscow
12. Yevgenii Nikolaiovich Kunitsyn, Secretary of Komsomol Committee of the People's Friendship University
13. Mira Shafir, Lvov University
14. Nikolai Nikolaiovich Trofemov, Vice Rector, People's Friendship University
15. Genadi Fedorovich Moeceyev, Chief Surgeon of the Moscow Medical Sanitarium Association
16. Tatiana Nickolaevna Grebenyuk, Director of the Science Center, Ministry of Culture, RSFSR

APPENDIX B  
A PROTOCOL OF INTENTIONS

## A PROTOCOL OF INTENTIONS

Between universities and institutions of the Russian Soviet Federated Socialist Republic (RSFSR) and the RSFSR State Committee of Scientific Affairs and Higher Education (Moscow, USSR), and of the Christian College Coalition (Washington, D.C., USA):

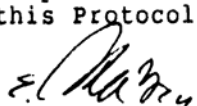
In accordance with our mutual intentions to improve relations between our two nations and to benefit their spiritual, cultural, and scientific development, we resolve to promote educational cooperatives between institutions affiliated with our organizations.


These opportunities are to be designed to facilitate a sharing of perspectives, research, and programs by the students, faculty and administrators of participating institutions of higher learning. The following areas of cooperation are proposed for development:

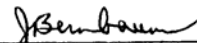
1. To encourage student exchanges and foreign study opportunities (short term, summer, and long term) for academic credit and/or for cultural enrichment.
2. To develop opportunities for faculty exchanges and visits (short term, summer, and long term) for teaching courses, for seminars, for faculty development, and/or for cultural enrichment.
3. To facilitate and promote the exchange and joint development and production of instructional materials including textbooks, video-cassettes, software, scientific equipment and related educational resources.
4. To assist in the development of programs in Russian and English language instruction.
5. To promote joint humanitarian projects, scientific research and other programs in areas of mutual interest.

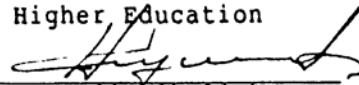
To more fully develop these programs, the parties will explore with the Foundation for Peoples' Diplomacy the organization of a cooperative Soviet-American association between the Christian College Coalition and its member colleges and universities and institutions of higher learning in the Russian Soviet Federated Socialist Republic. This Protocol of Intentions will serve as the basis for negotiating a final agreement on these matters in October 1990.

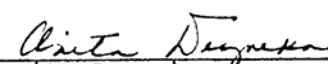
The representatives of the institutions indicated below affirm their support of this Protocol of Intentions:

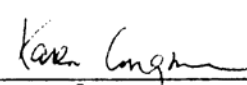
  
Yevgenii Kasantsev  
First Deputy Minister  
State Committee of  
Scientific Affairs &  
Higher Education

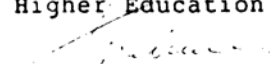
  
Oleg Marusev  
Founder  
Foundation for Peoples'  
Diplomacy

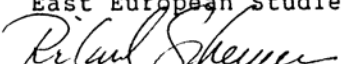
  
John Bernbaum  
Vice President  
Christian College  
Coalition

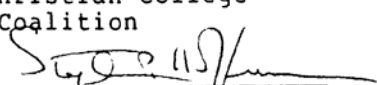
  
Yevgenii Nikulishev  
State Committee of  
Scientific Affairs &  
Higher Education


  
Anita Deyneka  
Director  
Institute for Soviet &  
East European Studies


  
Karen Longman  
Vice President  
Christian College  
Coalition

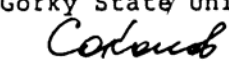
  
Nikolai Trofemov  
Peoples' Friendship  
University

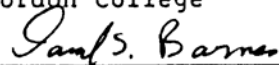
  
Richard Scheuerman  
Institute for Soviet &  
East European Studies

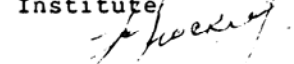
  
Stephen Hoffmann  
Taylor University

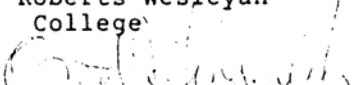
  
Aleksander Khokhlov  
Gorky State University


  
William Harper  
Gordon College


  
Eduard Sokolov  
Tula Polytechnic  
Institute

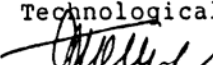
  
David Barnes  
Roberts Wesleyan  
College

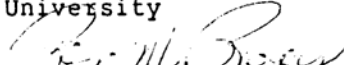
  
Yuri Moskvechyev  
Yaroslavl Polytechnic  
Institute

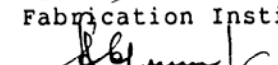
  
Orval Gingerich  
Eastern Mennonite  
College

  
Vladimir Kostrov  
Ivanovo Chemical-  
Technological Institute


  
Mary Dueck  
Fresno Pacific  
University

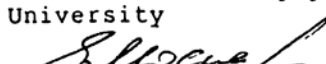
  
Yuri Avraamov  
Moscow Automotive-  
Fabrication Institute

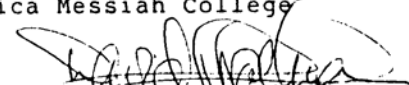
  
Rex Rogers  
The King's College

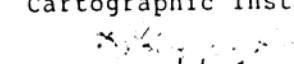
  
Genadi Moeceyev  
Moscow State Pedagogical  
University


October 3, 1990  
Washington, D.C.

  
Harold Heie  
Messiah College

  
Yevgenni Mospanov  
Geodetic, Aerial,  
Photographic &  
Cartographic Institute

  
David Wollman  
Geneva College

  
Vacheslav Agyeev  
Estratsa of Moscow

  
Allen Carden  
Spring Arbor College



APPENDIX C  
SOVIET-US DELEGATIONS



**Yevgenii Kazantzev**, First Deputy Minister of the Ministry of Higher and Specialized Education (MINVUZ) of the Republic of Russia

**Eduard Gusyev**, Head of the Department of Education, Soviet Ministry of the Republic of Russia

**Yevgenii Nikulishev**, Director of International Government Research, MINVUZ, Republic of Russia

**Aleksander Khokhlov**, Rector of the University of Gorky and Member of the Supreme Soviet

**Eduard Solokov**, Rector of Tula Polytechnic Institute

**Yuri Moskvachyev**, Rector of Yaroslav Polytechnic

**Vladimir Kostrov**, Vice-Rector, Scientific Research, Ivanov Chemical-Technological Institute

**Yuri Avraamov**, Rector, Moscow Automotive-Fabrication Institute

**Oleg Marusev**, Founder of the People to People Foundation

**Yevgenii Mospanov**, Artistic Director, Moscow Creative Arts Organization

**Vachyeslav Agyeev**, Director of the Organization "Estratsa" of Moscow

**Yevgenii Kunitsyn**, Secretary of Komsomol Committee of the People's Friendship University

**Mira Shafir**, Instructor, Lvov University

**Nikolai Trofemov**, Vice Rector, People's Friendship University

**Genadi Moeceyev**, Chief Surgeon of the Moscow Medical Sanitarium Association

**Tatiana Grebenyuk**, Director of the Science Center, Ministry of Culture

**David Barnes**, Director of Transcultural Studies in Europe, Roberts Wesleyan College (NY)

**John Bernbaum**, Vice President, Christian College Coalition

**Allen Carden**, Vice President for Academic Affairs, Spring Arbor College (MI)

**Mary Dueck**, Director, the Intensive English Program, Fresno Pacific College (CA)

**Orval Gingerich**, Assistant Dean, Eastern Mennonite College (VA)

**William Harper**, Professor of Political Studies, Gordon College (MA)

**Clarence Hiebert**, Special Representative, Tabor College (KS)

**Harold Heie**, Dean of the College, Messiah College (PA)

**Stephen Hoffmann**, Professor of Political Science, Taylor University (IN)

**Rex Rogers**, Vice President for Academic Affairs, The King's College (NY)

**Richard Scheuerman**, Associate Director, Institute for Soviet and East European Studies

**Elaine Stahl**, Director of Educational Seminars, Slavic Gospel Association

**David Wollman**, Chairman of History, Political Science and Sociology Department, Geneva College (PA)

APPENDIX D  
ENGLISH LANGUAGE INSTITUTE

# English Language Institute

## **DATES**

July 10—August 4,  
1995

🍷 Twelve English language specialists from nine universities in the United States will be in Moscow this summer to offer a special four-week intensive language program.

## **CLASS TIME**

Monday—Friday,  
9:00 a.m.—3:00 p.m.

🍷 Morning sessions will focus on reading and writing, speaking and listening, grammar and TOEFL instruction. Afternoon classes will be topical courses on a broad range of interesting subjects.

## **LOCATION**

Campus of the  
Russian Peoples'  
Friendship University

🍷 Classes will be offered at the beginning, intermediate and advanced levels.

## **FEES**

\$100.00 for 100  
hours of language  
instruction over  
four weeks.

🍷 Call today for more information and an application for the English Language Institute (RACU office: 095/331-0574)

🍷 Apply early to make sure that you can participate in this quality English language program!

**RUSSIAN-AMERICAN CHRISTIAN UNIVERSITY**

APPENDIX E

RACU/US INC. CERTIFICATE OF INCORPORATION

OFFICE OF THE SECRETARY OF STATE



NOT FOR PROFIT  
CERTIFICATE OF INCORPORATION

WHEREAS, the Certificate of Incorporation of,

THE RUSSIAN-AMERICAN CHRISTIAN UNIVERSITY/U.S., INC.



has been filed in the office of the Secretary of State as provided by the laws of the State of Oklahoma.

NOW THEREFORE, I, the undersigned, Secretary of State of the State of Oklahoma, by virtue of the powers vested in me by law, do hereby issue this certificate evidencing such filing.

IN TESTIMONY WHEREOF, I hereunto set my hand and cause to be affixed the Great Seal of the State of Oklahoma.



Filed in the City of Oklahoma City this 14TH  
day of JUNE, 1995.

  
Secretary of State  
By: 

APPENDIX F  
RACU FOUNDATION AGREEMENT

FOUNDATION AGREEMENT  
ON THE ESTABLISHMENT OF NON-GOVERNMENTAL (PRIVATE) EDUCATIONAL  
ESTABLISHMENT

"RUSSIAN-AMERICAN CHRISTIAN UNIVERSITY"

Moscow, April 2, 1996

Citizens of the Russian Federation ZAICHENKO ALEXANDER SERGEEVITCH, GONCHARENKO EVGENY SEMENOVITCH, OBROVETS VLADIMIR VASILJEVITCH, and APATOV YURI ARKADOVICH, citizens of the United States of America JOHN BERNBAUM, PETER DEYNEKA, hereinafter referred to as the Founders, concluded the present agreement on the following:

1. In accordance with the RF Law "On education" and "Temporary statute on non-governmental non-profit organizations in Moscow" approved by the mayor of Moscow order # 298-PM dated April 30, 1993, the Founders establish a non-governmental non-profit educational establishment, the "RUSSIAN-AMERICAN CHRISTIAN UNIVERSITY", hereinafter referred to as the "University."

2. From the moment of its registration with the state, the University is a legal entity. The term of the University's activity is open ended. It has its own property and, in its own name, can obtain property. It has non-property rights, and can be a plaintiff and a defendant in court. It has all other rights afforded by law to a legal entity. The

University has its own financial accounts; a round seal; an official stamp; and official stationery.

3. The legal address of the University is #3 Ordzhonikidze Street, Moscow.

4. The University exists for the purpose of providing undergraduate, graduate and post-graduate levels of education in the humanities, social sciences and natural sciences, and in various professional fields.

5. The main activities of the University as an educational, scientific and cultural center are the following:

- provide for the intellectual, cultural and moral development of its students, by offering higher education in liberal arts and natural sciences, and selected professional areas;
- meet the needs of society for qualified specialists in appropriate fields of study;
- conduct basic scientific research in appropriate fields of study;
- prepare highly qualified specialists for society in general and for Christian organizations;
- offer intellectually credible education from a Christian world-view;
- introduce new educational methods; and,
- spread knowledge among the population, raising its educational and cultural level.



6. The University offers educational programs of higher and post-graduate levels in the following areas:

Theology

Literature

Linguistics

History

Political Science

Law

Management

Art

Philosophy

Sociology

Psychology

Social Work

Economics

Music

Communications

Languages

Physics

Chemistry

Biology

Mathematical Science

## Computer Science

7. The educational program is organized into courses, disciplines, and years of study. An annual calendar and daily class schedule are approved by the Academic Council of the University.

8. Assets of the University come from the following sources:

- regular and one-time contributions from Founders and other individuals;
- tuition payments from students;
- voluntary charitable contributions;
- contributions from foundations;
- income from charter activity;
- dividends (income, interest) on stock, securities and contributions; and,
- other sources as allowed by law.

9. The financial resources of the University are used for paying employees; taxes and other payments; and for reimbursement of expenses and acquisition of property necessary for accomplishing the University's goals. No income may be expended for any purposes other than the support of the University's educational program except for specific charitable gifts to the local community approved by a majority of the Board of Trustees.

10. The University shall provide the Board of Trustees and the public with annual financial reports.

11. The Founders assign to the University the right to manage property they have given to it. Profits from the University's operation, including its independent activities, also become also the property of the University. The University bears responsibility for all financial resources and property which are at its disposal. If the resources of the University are not sufficient to cover its responsibility, the Founders would be liable in accordance with the law. Any of the Founders can leave the Founding Board at any given moment with no claim for a part of the property invested in the founding capital of the school. In this case, the Board of Trustees of the University will immediately fill in the vacant position in the Founding Board by electing a new Board member or dividing the leaving Founder's share of property rights of the University between the rest of the Founders. The shares of the property rights will also be revised if the present Board is expanded. The procedure of revision of the property rights is set in the "Board of Trustees Regulations".

12. At its inception as a University, all of the Founders become members of the Board of Trustees, which is the highest body of the University and consists of not less than four persons. The Board of Trustees may choose to alter the composition of the Board of Trustees at any time. The responsibilities of the Board of Trustees include the following:

- approving the University's planning documents, and financial budgets and reports;
- organizing the materials and supplies needed for the educational program;
- determining the organizational structure of the University, including approving the personnel chart and job descriptions;
- selecting and electing the President of the University, and annually reviewing the President's fulfillment of the requirements of this position;
- approving a benefits, salary and bonus system for employees of the University;
- approving tuition/fees and payment procedures for enrollment in the University;
- developing additional income and material sources, including bank credits, for realization of the goals of the University;
- electing the auditing commission and approving its annual reports;
- in accordance with license requirements, determining the number of students to be admitted to the University, and admissions structures;
- approving admissions standards and rules of behavior for the University;
- approving cooperative agreements with other organizations;
- approving affiliation with, and withdrawal from, unions and associations;
- creating, reorganizing and liquidating subsidiaries and branches of the University, including approving their charters and activities;
- approving amendments to the Charter of the University; and,
- electing members to the Board of Trustees of the University, who agree with the Charter of the University.

The Board of Trustees sets the priorities for the work and life of the University, as well as the principles of formation and management of the property of the University; the Board forms executive bodies of the University and, when deems necessary, stops the activity of such bodies before their term is over.

13. The Board of Trustees shall determine the number of Trustees and elect persons to fill any vacancies or new positions. A two-thirds vote of Trustees is required to elect Trustees to new positions or to fill vacancies. Trustees shall serve three-year terms, beginning in January of each year, with provision for staggered terms so that terms for one-third of the Board end each December. The prospective candidates for the Board of Trustees should sign written obligations to follow the terms of all the founding documents of the University and to act as the legal successors of the previous Board members in all of their rights and responsibilities as the Board members.

14. Decisions made by the Board of Trustees shall not contradict the provisions of the Charter and/or the present Agreement. The Board of Trustees is responsible for ensuring the compliance of the University's activity with its Charter purposes.

15. The President (Rector) of the University is appointed by the Board of Trustees. The President's responsibilities include the following:

- working cooperatively with the Board of Trustees;
- signing minutes of the Board of Trustees meetings and recording the Board's decisions;

- representing the interests of the University before all Russian and foreign organizations;
- opening bank accounts;
- issuing obligatory orders for all the employees of the University;
- signing cooperative contracts with other organizations;
- overseeing the day-to-day operation of the University; and
- other authority as approved by the Board of Trustees.

The President is responsible for the appropriate use of the resources of the University in accordance with the purposes described in its Charter.

16. The Academic Council is a standing committee of the University. The Council is elected by the professors and department heads of the University. The Vice President is the Chair of the Academic Council. Responsibilities of the Council include the following:

- developing and recommending to the Board of Trustees the approval of educational programs for the University;
- developing and approving the annual academic calendar and course schedule;
- developing admissions policies, behavioral guidelines, examinations policies, and other matters pertaining to the academic programs of the University;
- approving the composition of the Admissions Committee; and,

- actions pertaining to other issues of the educational and research activities of the University.

The Academic Council is responsible for the quality of the educational process in accordance with State educational standards.

17. The Vice President [Pro-Rector] for Academic Affairs manages the academic and student life of the University. The Vice President's responsibilities include the following:

- representing the educational interests of the University before all Russian and foreign organizations;
- determining the faculty teaching load;
- authorizing and signing contracts, including employment contracts; and
- other responsibilities that are granted by the President.

18. The Board of Advisors is a consultative body of the University. Membership is drawn from respected Russian and foreign religious and civic leaders, academic scholars, and representatives of the business community and religious groups.

The Board of Advisors offers advice on the operations of the University; assists in the organization and resourcing of its educational programs; renders help in establishing and nurturing the University's contacts with governmental bodies, public,

religious and charitable organizations, scientific and educational establishments, and representatives of the business community in Russia and abroad.

19. Employees are hired by the University by means of contracts. Employment contracts normally extend for one year. A six-month probationary period is in effect for all new employees. Hiring is a competitive process. All full-time faculty and administrators of the University must be evangelical Christians, supportive of the Apostles' Creed and the theological statement of the World Evangelical Fellowship. During the interview process, potential employees are expected to articulate their religious beliefs orally or in writing.

20. The auditing commission is elected by the Board of Trustees for the term of three years. It is composed of three members, including not more than one member from the following group: the Board of Trustees, the President, the chief accountant and department heads.

The auditing commission oversees the financial and economic activity of the University and provides the Board of Trustees with an annual report.

21. The University can be reorganized upon the decision of the Board of Trustees. Only a non-profit organization can be the University's successor, whose tasks and purposes are consistent with the University's Charter.



22. The University can be liquidated by decision of the Founders or by decision of a legal body authorized to liquidate the University by the founding documents. Also, University can be liquidated by a court decision for activity without ensuring proper license documents or, for activity forbidden by the law currently in force or, for activity that does not correspond to the goals and mission of the University as stated in the Charter. In case of liquidation of the University, a liquidation commission is to be formed, which would assume the authority of managing the University.

The liquidation commission shall return all property which was used by the University to its rightful owners. Revenues and property owned by the University should be used for activities consistent with the Charter, except for payments to creditors.

Liquidation must be approved by the Board of Trustees, and is submitted to the Department on Registration of Non-profit Organizations of the Government of Moscow. All the books of the liquidated University should be submitted in accordance with the list of documents to "Mosgorarchive."

23. The present Agreement enters into legal force from the date it is signed. The Agreement can be amended only by the action of the Board of Trustees. All additions and changes are to be officially registered.

24. Information about the Founders:

1. Alexander Sergejevitch Zaichenko, RF citizen
2. Evgeny Semionovitch Goncharenko, RF citizen
3. Vladimir Vasilijevitch Obrovets, RF citizen
4. Yuri Arkadievich Apatov, RF citizen
5. Peter Deyneka, USA citizen
6. John Bernbaum, USA citizen

25. Signatures of the Founders:

Approved by the Founders' meeting on April 2, 1996

Moscow, 1996

APPENDIX G  
CITY OF MOSCOW REGISTRATION

**ПРАВИТЕЛЬСТВО МОСКВЫ****ДЕПАРТАМЕНТ ОБЩЕСТВЕННЫХ И МЕЖРЕГИОНАЛЬНЫХ СВЯЗЕЙ****ОТДЕЛ ПО РЕГИСТРАЦИИ НЕКОММЕРЧЕСКИХ ОРГАНИЗАЦИЙ****СВИДЕТЕЛЬСТВО  
О РЕГИСТРАЦИИ  
ОБРАЗОВАТЕЛЬНОГО УЧРЕЖДЕНИЯ**№ в Регестре 5245-2« 20 » июня 1996 г.Название образовательного учреждения Негосударственное (частное) образо-  
вательное учреждение "Русско-Американский Христианский Универси-  
тет"Тип образовательного учреждения высшее и послевузовское профессиональноеЮридический адрес: 117419, Москва, ул. Орджоникидзе, 3Учредители: Зайченко А.С., Гончаренко Е.С., Обровец В.В.,  
Апатов Ю.А., Питер Дейнека (США), Джон Бернбаум (США)Начальник Отдела по регистрации  
некоммерческих организаций

Н.С. Фазлов

APPENDIX H  
CHARTER (SECOND EDITION)

Approved by the decision  
Of the general meeting of the Founders  
On May 27, 1997  
Moscow

CHARTER  
Of a Non-state (Private) Educational Institution  
"Russian-American Christian University"

Approved by the Founders at the general meeting

2<sup>nd</sup> Edition, May 27, 1997

1. GENERAL PROVISIONS

1.1 The Russian-American Christian Institute, hereafter referred to as the "Institute", is a non-state (private) educational establishment of higher and post-graduate professional education. The Institute is a non-commercial organization; making profit is not the main purpose of its activities, and in no case are profits distributed among the Founders.

1.2 The full name of the Institute is RUSSIAN-AMERICAN CHRISTIAN INSTITUTE (RACI).

1.3 The founders of the Institute, hereafter referred to as the Founders, are:

7. Alexander Sergejevitch Zaichenko, RF citizen
8. Evgeny Semionovitch Goncharenko, RF citizen
9. Vladimir Vasilijevitch Obrovets, RF citizen
10. Yuri Arkadievich Apatov, RF citizen
11. Peter Deyneka, USA citizen
12. John Bernbaum, USA citizen

1.4 The Institute is established by the decision of the Founders meeting (Minutes #1 dated April 02, 1996) for unlimited period of activity in accordance with the Civil Code of the Russian Federation, the federal law “On Education”, the federal law “On Higher and Postgraduate Professional Education”, and the federal law “On the Non-Profit Organizations”.

1.5 From the moment of its registration with the state, the Institute is a legal entity. It has its own property and, in its own name, can obtain property. It has non-property rights, and can be a plaintiff and a defendant in court. The Institute has its own financial accounts; a round seal; an official stamp; and official stationery.

1.6 The Institute shall have the right for educational activity from the moment of issue of the license for educational activities by the state educational management body. The Institute has a right for the postgraduate educational activities after passing the state accreditation.

1.7 The activity of the Institute is governed by the Constitution of the Russian Federation; the RF Law "On education"; other appropriate laws in force in the territory of the Russian federation; and this Charter.

1.8 The Founders assign to the Institute the right to manage property they have given to it. Profits from the Institute's operation, including its independent activities, also become also the property of the Institute. The Institute bears responsibility for all financial resources and property which are at its disposal. If the resources of the Institute are not sufficient to cover its responsibility, the Founders would be liable in accordance with the law.

1.9 The company logo of the Institute is a graphic design of an open book and a symbolic fish.

1.10 The legal address of the Institute is #3 Ordzhonikidze Street, Moscow.

## 2. EDUCATIONAL PHILOSOPHY AND GOALS

2.1 The Institute exists for the purpose of providing undergraduate, graduate and post-graduate levels of education in the humanities, social sciences and natural sciences, and in various professional fields.

2.2 The main activities of the Institute as an educational, scientific and cultural



center are the following:

- provide for the intellectual, cultural and moral development of its students, by offering higher education in liberal arts and natural sciences, and selected professional areas;
- meet the needs of society for qualified specialists in appropriate fields of study;
- conduct basic scientific research in appropriate fields of study;
- prepare highly qualified specialists for society in general and for Christian organizations;
- offer intellectually credible education from a Christian world-view;
- introduce new educational methods; and,
- spread knowledge among the population, raising its educational and cultural level.

2.3 The Institute offers educational programs of higher and post-graduate levels in the following areas:

Theology

Literature

Linguistics

History

Political Science

Law

Management

Art

Philosophy

Sociology

Psychology

Social Work

Economics

Music

Communications

Languages

Physics

Chemistry

Biology

Mathematical Science

Computer Science

2.4 The Institute, its Founders, and Board of Trustees members are committed to the authority and lordship of Jesus Christ, and to the doctrines and beliefs of the historic Christian faith as expressed in the Apostles' Creed and the Statement of Faith of the World Evangelical Fellowship.

### 3. THE EDUCATIONAL PROGRAM

3.1 The educational program is organized into courses, disciplines, and years of study. An annual calendar and daily class schedule are approved by the Academic Council of the Institute. The academic year of the Institute corresponds in length to the academic year at the Russian institutions of higher education. There is 7-10-week long vacation established at least twice a year for the full time students.

3.2 Courses are taught in Russian and English. Education is offered on full-time,

part-time, and correspondence bases; there are intensive programs as well. The academic process at the Institute includes the following methods of study: lectures, consultations, seminars, practicums, colloquia, self-study, internships (including international experience), course paper work, diploma/thesis, graduate paper work. For all the in-class studies the academic hour is equal to 45 minutes of real time.

3.3 Admission to the Institute is granted to individuals with secondary (full) general education or secondary professional education, on the basis of general aptitude, entrance interviews and examinations, and positive reference letters. In the event of competition, the most talented and compatible candidates are admitted.

3.4 Candidates are admitted to the Institute by the decision of the Admissions Committee. The candidate and the Institute, represented by its President [Rector], enter into a contract that defines the essential conditions of education, as well as mutual rights and responsibilities of the parties. Once the contract is signed by both parties, an Order of Acceptance is issued by the President of the Institute.

3.5 The educational program of the Institute is tuition-based. Administrators of the Institute can grant individual scholarships as they deem appropriate.

3.6 The duration of instruction and time schedule of studies at every stage of instruction is defined by lesson plans and programs in accordance with the forms of instruction.

3.7 A student can be dismissed from the Institute for the following reasons:

- for unsatisfactory progress in studies (as described in the Institute catalog);
- systematic violation of the Institute's rules for behavior (see Addendum#1), or one-time violations of a serious nature that discredit the Institute;
- failure to settle financial accounts in a timely manner; and,
- according to a personal request.

3.8 The decision regarding dismissal from the Institute in response to a personal request by a student is made by the President. In other cases, it must be made by the Academic Council.

3.9 During and at the end of each semester, students take examinations on the subjects they have studied. In order to complete any educational program of the Institute, students must obtain passing grades on these examinations.

3.10 The following grading system is used: "excellent", "good", "satisfactory", or "unsatisfactory".

3.11 Promotion to the next level of education is granted by action of the Academic Council on the basis of exam results. A formal Order is issued. At the completion of the academic program the students should pass final attestation.

3.12 Students who successfully complete one of the educational programs of the Institute receive an appropriate diploma. Once the Institute receives State

accreditation, students will receive official State diplomas from the Russian Ministry of Education.

3.13 The Institute has a right to affiliate with the Council for Christian Colleges and Universities (CCCCU) in the United States and Canada, and to seek accreditation in the US and other countries.

3.14 An official transcript, which will be maintained for each student in the President's office, records all academic work attempted and all grades obtained.

3.15 The Institute has the following rights:

- to join Russian and international unions/associations, providing their activities are consistent with the Institute's objectives;
- to enter into cooperative agreements with Russian and foreign educational establishments, religious and charitable organizations;
- to establish branch campuses in the territory of the Russian Federation and abroad;
- to have its own publications and advertising campaigns;
- to organize and/or take part in international educational conferences and seminars, and to organize education and training of specialists abroad;
- to invite foreign specialists to teach;
- to solicit and receive voluntary contributions from individuals and organizations; and, to carry out other activities that are consistent with the law and this Charter.

3.16 The Institute has the right to conduct educational activity, and to receive the benefits granted by Russian laws, from the moment of obtaining a license from the State Committee of the Russian Federation for Higher Education.

3.17 The students of the Institute have a right to:

- receive knowledge that is in accordance with the current development of science, technology, and culture;
- attend all kinds of academic classes/events;
- participate in the discussion and management of the issues regarding the rights and responsibilities of the students;
- use the library facilities, as well as academic, scientific, medical and other facilities of the Institute according to the rules set by the Institute;
- participate in the conferences and congresses, present their work for publication, including Institute publications;
- appeal against the orders or regulations of the President (or Vice President) of the Institute according to the procedure set by the law of the Russian Federation currently in force.

The students of the Institute must complete at least one professional educational program during their period of study, follow the demands of the Charter of the Institute and follow all the internal regulations of the Institute.

3.18 Attestation of the Institute is initiated and done according to the Institute's application by the state attestation services or by other government body, education departments and/or local authorities commissioned by the state attestation services, with the help of leading educational institutions and public organizations. Attestation is performed once every five years. All the attestation expense is covered by the Institute.

#### 4. GOVERNANCE AND MANAGEMENT

4.1 At its inception as a Institute, all of the Founders become members of the Board of Trustees, which is the highest body of the Institute and consists of not less than four persons. The Trustees may choose to alter the composition of the Board of

Trustees at any time. The Board of Trustees has the right to decide on all issues of the Institute's activities, except the termination of the Institute and the formation of the liquidation commission. The responsibilities of the Board of Trustees include the following:

- approving the Institute's planning documents, and financial budgets and reports;
- organizing the materials and supplies needed for the educational program;
- determining the organizational structure of the Institute, including approving the personnel chart and job descriptions;
- selecting and electing the President of the Institute, and annually reviewing the President's fulfillment of the requirements of this position;
- approving a benefits, salary and bonus system for employees of the Institute;
- approving tuition/fees and payment procedures for enrollment in the Institute;
- developing additional income and material sources, including bank credits, for realization of the goals of the Institute;
- electing the auditing commission and approving its annual reports;
- in accordance with license requirements, determining the number of students to be admitted to the Institute, and admissions structures;
- approving admissions standards and rules of behavior for the Institute;
- approving cooperative agreements with other organizations;
- approving affiliation with, and withdrawal from, unions and associations;
- creating, reorganizing and liquidating subsidiaries and branches of the Institute, including approving their charters and activities;
- approving amendments to the Charter of the Institute; and,
- electing members to the Board of Trustees of the Institute, who agree with the Charter of the Institute.

4.2 The Board of Trustees shall be comprised of an equal number of Russians and North Americans. For every Russian trustee, there shall be a North American trustee; for every North American trustee there shall be a Russian trustee.

4.3 The Board of Trustees shall determine the number of Trustees and elect persons to fill any vacancies or new positions. A two-thirds vote of Trustees is required

to elect Trustees to new positions or to fill vacancies. Trustees shall serve three-year terms, beginning in January of each year, with provision for staggered terms so that terms for one-third of the Board end each December.

4.4 The officers of the Board of Trustees shall be a Chair and a Vice Chair, elected from members of the Board to 3-year terms. The Board may also choose to elect other officers as it deems appropriate.

- The Chair shall preside over all meetings of the Board of Trustees, and any executive committees(s) of the Board. The Chair shall be an ex officio member of all standing committees of the Institute.

- The Vice Chair shall, at the request of, or in the absence of, or due to the disability of, the Chair, perform the duties and exercise the powers of the Chair.

4.5 Decisions made by the Board of Trustees cannot contradict the provisions of the Charter.

4.6 The Board of Trustees makes decisions at its meetings, which are called as necessary, but at least two times during a calendar year. Extraordinary meetings of the Board of Trustees can be called by the Chair of the Board of Trustees of the Institute, the President, or upon request of not less than half of the members of the Board of Trustees. The Chair of the Board of Trustees of the Institute presides over meetings of



the Board; in his absence, another member of the Board will preside.

4.7 The Board of Trustees can make decisions, provided at least two thirds of its members are present at the meeting. Board decisions are made by open vote, and policy decisions must be approved by two-thirds of the members present at the meeting. As an exception, decisions can be made via written ballot sent to all the members of the Board, at least 10 days in advance of the Board meetings, or by a telephone conference call, with all members of the Board notified at least ten (10) days in advance of the conference call.

4.8 The Board of Trustees is responsible for the compliance of the Institute's activity with its charter purposes.

4.9 The President (Rector) of the Institute is appointed by the Board of Trustees.

4.10 The President's responsibilities include the following:

- working cooperatively with the Board of Trustees;
- signing minutes of the Board of Trustees meetings and recording the Board's decisions;
- representing the interests of the Institute before all Russian and foreign organizations;
- opening bank accounts;
- issuing obligatory orders for all the employees of the Institute;
- signing cooperative contracts with other organizations;
- administering the day-to-day operation of the Institute; and
- other authority as approved by the Board of Trustees.

4.11 The President disburses the resources of the Institute in accordance with

the purposes described in its charter.

4.12 The Vice President [Pro-Rector] reports to the President. The Vice President's responsibilities include the following:

- providing leadership for the academic and student life of the Institute;
- chairing the Academic Council;
- determining the faculty teaching load;
- representing the educational interests of the Institute before all Russian and foreign organizations;
- authorizing and signing contracts, including employment contracts; and
- other responsibilities that are granted by the President.

4.13 The Academic Council is a standing committee of the Institute. The Council is elected by the professors and department heads of the Institute. The Vice President is the Chair of the Academic Council. Responsibilities of the Council include the following:

- developing and recommending to the Board of Trustees the approval of educational programs for the Institute;
- developing and approving the annual academic calendar and course schedule;
- developing admissions policies, behavioral guidelines, examinations policies, and other matters pertaining to the academic programs of the Institute;
- approving the composition of the Admissions Committee; and,
- actions pertaining to other issues of the educational and research activities of the Institute.

4.14 The Academic Council is responsible for the quality of the educational process in accordance with State educational standards.

4.15 The Board of Advisors is a consultative body of the Institute. Membership is drawn from respected Russian and foreign religious and civic leaders, academic

scholars, and representatives of the business community and religious groups.

4.16 The Board of Advisors offers advice on the operations of the Institute; assists in the organization and resourcing of its educational programs; renders help in establishing and nurturing the Institute's contacts with governmental bodies, public, religious and charitable organizations, scientific and educational establishments, and representatives of the business community in Russia and abroad.

4.17 Employees are hired by the Institute by means of contracts. Employment contracts normally extend for one year. A six-month probationary period is in effect for all new employees. Hiring is a competitive process. All full-time faculty and administrators of the Institute must meet the requirements stated in Section 2.4. During the interview process, potential employees are expected to articulate their religious beliefs orally or in writing.

4.18 Employees of the Institute receive social and medical insurance in accordance with and under conditions determined by law.

4.19 The auditing commission is elected by the Board of Trustees for the term of three years. It is composed of three members, including not more than one member from the following group: the Board of Trustees, the President, the chief accountant and department heads.

4.20 The auditing commission oversees the financial and economic activity of the Institute and provides the Board of Trustees with an annual report.

4.21 The local/internal regulations of the Institute are:

- The Board of Trustees Regulations
- President Regulations
- Academic Council Regulations
- Supervisory/Advisory Council Regulations
- Auditing Committee Regulations
- Admissions Regulations
- Internal Order Regulations
- Orders and Regulations of the President (Provost)

## 5. PROPERTY AND FINANCIAL ACTIVITY

5.1 Assets of the Institute come from the following sources:

- regular and one-time contributions from Founders and other individuals;
- tuition payments from students;
- voluntary charitable contributions;
- contributions from various foundations and organizations;
- income from educational activity;
- dividends (income, interest) on stock, securities and contributions; and,
- other sources as allowed by law.

5.2 The financial means of the Institute are used for paying employees, taxes, and other payments to budgeted items, and for non-budgeted funds, for reimbursement of expenses, for acquisition of property necessary for realizing the goals of the Charter, and for charitable purposes and other purposes not inconsistent with their present Charter.

5.3 Contributions, gifts and inherited property should be strictly used in

accordance with the purposes for which they were given.

5.4 The Institute can own land, buildings, materials, equipment, financial assets (including ones in foreign currency) and other items necessary for realizing the goals and purposes of the Institute. The Institute can own property located in the territory of other states.

5.5 Consistent with its charter activity, the Institute can use property given to it on a contractual basis by governmental, public, religious and other organizations and private persons, including foreigners, if it does not contradict the goals and activity described in the Charter of the Institute.

5.6 The Institute's property cannot be used for profit making or the personal gain of its Board of Trustee members. All the income of the Institute should be used only in accordance with the purposes described in the present charter.

5.7 The Board of Trustees may create a reserve fund and a special purpose fund, in a manner consistent with the law and the Charter.

5.8 The Institute carries out its financial obligations with the means that are available to it. When there are insufficient funds, the owner of the property must fulfill all financial obligations as required by law.

## 6. ACCOUNTING, REPORTING, CONTROL

6.1 The Institute shall maintain appropriate bookkeeping and accounting of all its activity, and shall file official statistical and accounting reports. The Board of Trustees and the general public will receive an annual report of Institute expenditures.

6.2 The fiscal year for the Institute is established from September 1 to August 31.

## 7. CHANGES AND ADDITIONS TO THE CHARTER

7.1 The Board of Trustees may amend this charter by a two-thirds vote, provided that written prior notice of 30 days is given to all Trustees of any proposed amendment, and that all Trustees, officers and advisory boards are provided similar notice and given the opportunity to submit written comments on the proposed changes.

## 8. TERMINATION OF ACTIVITIES OF THE INSTITUTE

8.1 The Institute can be reorganized upon the decision of the Board of Trustees. Only a non-profit organization can be the Institute's successor, whose tasks and purposes are consistent with the Institute's Charter.

8.2 If the legal status of the Institute changes, its license and certificate of state accreditation become void.

8.3 The University can be liquidated by decision of the Founders or by decision of a legal body authorized to liquidate the University by the founding documents. Also, University can be liquidated by a court decision for activity without ensuring proper license documents or, for activity forbidden by the law currently in force or, for activity that does not correspond to the goals and mission of the University as stated in the Charter.

8.4 In case of liquidation of the Institute, a liquidation commission is to be formed, which would assume the authority of managing the Institute. Liquidation must be approved by the Founders, and is submitted to the Department on Registration of Non-profit Organizations of the Government of Moscow.

8.5 The liquidation commission shall return all property which was used by the Institute to its rightful owners. Revenues and property owned by the Institute should be used for activities consistent with the Charter, except for payments to creditors. All the books of the liquidated Institute should be submitted in accordance with the list of documents to "Mosgorarchive."

8.6 The liquidation process is considered completed, and the Institute's activities terminated, from the moment of registering the liquidation in the State register.

## 9. SIGNATURES OF THE FOUNDERS

Approved by the Founders' meeting on April 2, 1996  
MOSCOW, 1996

APPENDIX I  
COURSES PRESENTED (1996 – 2000)



## COURSES ALREADY PRESENTED: 1996-2000 (Updated – Summer 2000)

*Please Note: Courses highlighted are new additions to the program!*

Old RACU code	New RACU Code	Courses already taught	Total Academic Hours	Class Work/ Hrs. per week	New Credits	Old Credits	Req/elec	Semester taught & faculty who taught it	'00	'99	'98	'97	'96	Prerequisites & Notes
<b>PREPATORY PROGRAM (1 Year)</b>														
LL 105	RL 031	Russian Language: Practice and Review	135	60/4	3			F98,S99,F99- N Roslyakova		X	X			
EN 010	EN 030	Introduction to English Language	900	300/20	20			S00 – English Faculty		X	X	X	X	
EN 020	EN 031	Intermediate Academic English	900	300/20	20			F99, S00 – English Faculty		X	X	X	X	
RS 100	RS 111	Introduction to the Bible and the Christian Faith	135	60/4	3									
<b>GENERAL HUMANITIES</b>														
EN 201	EN 132	Advanced Academic English I	240	90/6	6			F96 - C.Thornberg, F97 - D.Broersma, S98 – Thornberg F98 – Thornberg, F99 - J.Nunez, S00 – J Rybochkina, J Nunez		X	X	X	X	Pass threshold exam
EN 202	EN 133	Advanced Academic English II	240	90/6	6			S97 - C.Thornberg, S98, S99, F99 - D.Broersma, S 00 – D Broersma, C Thornberg			X	X	X	
PE 101	PE 101	Health	90	30/2	2	1	R	F99-D Drake		X	X	X	X	
PL 101	PL 100	Philosophy	120	60/4	3	3	R	S97, F98, F99- V Solodovnikov		X	X	X	X	
HI 111	HI 111	History of Russia	120	60/4	3									
LL 101	RL 132	Russian Composition I (Stylistics)	90	45/3	2	3	R	F97, F98,S99,F99- N Roslyakova		X	X	X	X	RL 031
LL 201	RL 133	Russian Composition II (composition)	90	45/3	2	3	R	S98, S99,S00 - N Roslyakova		X	X	X	X	RL 031
LL 210	RL 110	Introduction to the study of Literature	90	45/3	2	3	R	S97, S98, F98,S00- O Bogdanova			X	X	X	
CO 210	CO 001	Public Speaking	135	45/3	3	3		F98- O Druzhbinsky; Sum 00 – T Kowalik			X	X	X	
	HI 013	American History	100	45/3	2									
	PS 010	Introduction to Political Science	100	45/3	2									
RS 200		Christianity & Politics				1	E	Sum99 – S.Hoffmann			X	X	X	
AR 101	AR 011	Appreciation of Fine Arts	135	45/3	3	3	R	S00-D Challenger				X	X	
		Literature	135	45/3	3									
LL 220	RL 011	Russian Literature or				3	E	S99- O Bogdanova			X	X	X	RL 110
LL 221	LL 221A	American Literature I or				3	E	S98- D Broersma			X	X	X	EN 133
LL 221	LL 221B	American Literature II				3	E	F99- D Broersma		X	X	X	X	EN 133
		Social Science	110	45/3	2									
	PY 230	Psychology I												
PY 101		Introduction to Psychology				3	R/E	S98, F98(sw),S99(be),F99(sw),S00(be)-R Nadyuk		X	X	X	X	
	SO 230	Sociology I												
SO 101		Introduction to Sociology				3	R/E	F96, F97- S Clark; S99,F99(sw),S00(be)- L Girko		X	X	X	X	
<b>OLD COURSES</b>														
HI 101		World Civilizations I				3	R	F97, F98,F99- V Solodovnikov		X	X	X	X	
HI 102		World Civilizations II				3	R	F96- Nikolaeva; S98, S99, S00- V Solodovnikov			X	X	X	
SS 101		Culturology				3	R	S99,S00 - V Solodovnikov						
<b>MATHEMATICAL &amp; NATUARL SCIENCE</b>														
MA 140		College Mathematics				3	R	F99,S00-I Buryikin		X	X	X	X	
	MS 131	Mathematics I s (sw)	90	45/3	2									
	MS 232	Mathematics II s (sw)	90	45/3	2									
	MS 133	Mathematics I e (b&e)	180	75/5	4									
	MS 234	Mathematics II e (b&e)	180	75/5	4									

Old RACU code	New RACU Code	Courses already taught	Total Academic Hours	Class Work/ Hrs. per week	New Credits	Old Credits	Req/ elec	Semester taught & faculty who taught it	'00	'99	'98	'97	'96	Prerequisites & Notes
	MS 235	Mathematics III e (b&e)	180	75/5	4									
NS 110	NS 131	Natural Sciences I	90	45/3	2	3		S98, S99- E Morozova; S00-V Obroviets			X	X	X	
	NS 232	Natural Sciences II	90	45/3	2									
CS 200	IT 110	Computer Literacy (Information Technology)	135	45/3	3	2/3	R	S98 (1), F98(1), S99- S Vdovin; F99- D Motrienko, Y Apatov, E Malkov		X	X	X	X	
CS 200		Computer Literacy II			1			S99(sw)- S Vdovin				X	X	
BE 205	IT 211	Computer Applications in Business	150	60/4	3	3	R	S99, F99 - S Vdovin; S00 – E Malkov			X	X	X	IT 110
BE 230	IT 312	Management Information Systems	150	60/4	3			Sum99 - J Lehman, S00 – A Krotov						IT 211
	IT 213	Information Technology in Social Work (SW)	90	45/3	2									
<b>CHRISTIAN PERSPECTIVES</b>														
	GE 100	Christian Perspectives on Learning	90	45/3	2									
GE 100		Christian Perspectives on Learning				1	N	F98- D Broersma			X	-	-	
GE 200		Christian Perspectives on Learning				3	R	S00- J PRIMUS		X	-	-	-	
RS 101	RS 212	Biblical Literature I: Old Testament	120	45/3	3	3	R	F98- A Tsutserov; F99- L Schemper			X	X	X	RS 111
RS 102	RS 213	Biblical Literature II: New Testament	120	45/3	3	3	R	S97, S98, S99- G Sergienko; S00 – J Primus			X	X	X	RS 111
	RS 04X	Current Topics in Bible and Theology:	120	45/3	3									RS 111
RS 205		Hermeneutics				3	E	F97- G Sergienko				X	X	
RS 250		World Religions				3	E	F98- K Sairsingh				X	X	
RS 250		History of Protestant Reformation				3	E	Sum98- F Roberts				X	X	
RS 260		Philosophy of Religion				3	E	F99- K Sairsingh		X	X	X	X	
RS 350		Christian Apologetics				1	E	F95 – E.Grossman					X	
HI 350		History of the Christianity in Russia				1	E	F95 – M.Elliot					X	
PL 400		Senior ethics seminar				3	R	F99- L Schemper			X	X	X	
<b>BUSINESS &amp; ECONOMICS MAJOR</b>														
<b>General Professional Requirements</b>														
<b>Economics</b>														
	EC 210	Introduction to Economics	100	45/3	2									
	EC 211	History of Economics & Economic Teachings	135	60/4	3									
BE 210	EC 212	Microeconomics I	150	60/4	3	3	R	F96 - Monsma; S98; F98, F99- V.Selivanov		X	X	X	X	
	EC 313	Microeconomics II	150	60/4	3									
BE 211	EC 314	Macroeconomics I	150	60/4	3	3	R	S97 - Burnett; F97; S99; S00 - V Selivanov			X	X	X	
	EC 415	Macroeconomics II	150	60/4	3									
BE 215	EC 316	Global (World) Economy I	150	60/4	3	3	R	S98; S99; S00 - A Zaichenko			X	X	X	
	EC 417	Global (World) Economy II	150	60/4	3									
BE 315	MS 216	Statistics in Business & Economics I	100	45/3	2	3	R	S00 – G.Gambarov				X	X	MS 234
	MS 317	Statistics in Business & Economics II	100	45/3	2									MS 216
<b>Special Professional Requirements</b>														
<b>Finances &amp; Accounting</b>														
BE 220	AC 330	Financial Accounting (GAAP system)	150	60/4	3	3	R	Sum 98; 99; – Van der Plaats; Sum 00-		X	X	X	X	
BE 221	AC 331	Managerial Accounting	150	60/4	3	3	R	Sum00 – L Powell			X	X	X	
BE 375	AC 432	Russian Accounting I	100	45/3	2	3	R	F99; S00 – I.Tubyanskaya			X	X	X	AC 330, MS 234
	AC 433	Russian Accounting II	100	45/3	2									AC 433
	AC 414	Taxation System	100	45/3	2									AC 432
BE 340	AC 415	Money and Banking	100	45/3	2	3	E	Sum99 - D Radius				X	X	AC 330, AC 432
<b>Business &amp; Management</b>														

Old RACU code	New RACU Code	Courses already taught	Total Academic Hours	Class Work/ Hrs. per week	New Credits	Old Credits	Req/elec	Semester taught & faculty who taught it	'00	'99	'98	'97	'96	Prerequisites & Notes
BE 201	BE 210	Introduction to Business & Management	100	45/3	2	3	R	F96 - R.Kyle; F97 - G Law; F98 - W Clancy; F99 - A.Zaichenko		X	X	X	X	
BE 350	BE 311	Human Resource (Personnel) Management	135	60/4	3	3	R	S99 - P Wozniuk; Sum00 - L Ort		X		X	X	
BE 301	BE 312	Organizational Behavior & Management	135	60/4	3	3	R	F98 -V Selivanov; Sum00 - L Ort			X	X	X	
	BE 313	Religious Organizational Management	100	45/3	2									
BE 310	BE 414	Marketing Management (Principles of M)	135	60/4	3	3	R	S99; Sum00 - P Wozniuk		X		X	X	
BE 360	BE 415	Strategic Management (Corp org & sos resp.)	135	60/4	3	3	R	S00 - L.Ort				X	X	
BE 305	BE 316	Entrepreneurship	135	60/4	3	3	R	F98 - A Zaichenko, F99; S00 - Lessman & Malkov			X	X	X	
BE 401	BE 317	Business Ethics	100	45/3	2	3	R	F98 - A Zaichenko, S00 - L.Ort				X	X	
	BE 318	Research in Management	100	45/3	2									
BE 390	SL 413	Business Law	135	60/4	3	3	E	S00 - K.Smyslova				X	X	
	SL 414	Non-Profit Organizations (Legal Aspects)	100	45/3	2									
BE 405	BE 400	Business Practicum & Seminar	460	15/1	6									
<b>OLD B&amp;E COURSES</b>														
BE 320		Principles of Finance				3	R	Sum99 - J Visser				X	X	
BE 370		World Poverty & Economic Development				3	E	Sum00 - J Warner				X	X	
<b>SOCIAL WORK MAJOR</b>														
<b>General Professional Requirements</b>														
<b>Psychology</b>														
PY 101	PY 230	Psychology I (Intro)	110	45/3	2	3	R	S98; F98(sw); S99(be), F99 - R.Nadyuk		X	X	X	X	
	PY 331	Psychology II	135	60/4	3									
	PY 432	Social & Psychological Aspects of Health I	100	45/3	2									
PY 340		<i>Theories of Personality</i>				3	R	F98 - R Nadyuk				X	X	
	PY 433	Social & Psychological Aspects of Health II	100	45/3	2									
SW 220	PY 334	Human Behavior in the Social Environment I	135	60/4	3	3	R	F96; F97 - D.Warner				X	X	
	PY 335	Human Behavior in the Social Environment II	110	45/3	2									
<b>Sociology</b>														
SO 101	SO 230	Sociology I (Intro)	110	45/3	2	3	R	F96; F97 - S Clark; S99(sw), F99 - L Girko		X	X	X	X	
	SO 331	Sociology II	135	60/4	3									
	SO 212	Social Anthropology	100	30/2	2									
<b>Social Work 1550</b>														
SW 201	SW 230	Social Work Theory I (Intro to SW)	110	45/3	2	3	R	F96; F97; F98 - P.Indahl, F00 - C.Schemper		X	X	X	X	
	SW 231	Social Work Theory II	110	45/3	2									
PY 330		<i>Theories of Counseling</i>				3	R	S99 - P Indahl; Sum99, Sum00 - B Lewter			X	X	X	
SW 301	SW 332	SW Practice I (Methods & Technologies)	110	45/3	2	3	R	F98 - P.Indahl; F99 - C.Schemper; S00 -A Furter			X	X	X	
SW 302	SW 333	SW Practice II (Methods & Technologies)	110	45/3	2	3	R	S99 - P.Indahl, Sum00 - J Borst			X	X	X	
SW 420	SW 414	Conflict Resolution & Mediation	100	30/2	2	3	E							
SW 401	SW 415	Social Work Values & Ethics	100	30/2	2	3	R	Sum99 - B Hugen				X	X	
	SW 216	History of SW in Russia and the United States	135	60/4	3									

Old RACU code	New RACU Code	Courses already taught	Total Academic Hours	Class Work/ Hrs. per week	New Credits	Old Credits	Req/ elec	Semester taught & faculty who taught it	'00	'99	'98	'97	'96	Prerequisites & Notes
SW 415	SL 312	Social Law (Mangmt & law in SW)	135	45/3	3	3	R	Sum99 – M.Goryacheva, F99 – K.Smyslova,			X	X	X	
	EC 318	Economics of Social Work	90	30/2	2									
	SW 417	Social Work Administration and Management	135	45/3	3									
	SW 418	Strategic Management in SW (prediction, projection, modeling)	135	45/3	3									
SW 320	SW 319	Social Work Policies in Russia	100	30/2	2	3	R	F97 – D.Warner, S00 – V Torokhty				X	X	
	SW 320	Social Research & Statistics	180	60/4	4									
SO/PY 250		Social Research Methods				3	R	S97 – S.Clark; F99 , S00 – I.Kargina			X	X	X	
<b>Special Professional Requirements</b>														
	SW 321	Social Work Practice with Children and Families	100	30/2	2									
SO 210		<i>Marriage &amp; Family</i>				3	R	S97; S98; S99; Sum00 - P Indahl			X	X	X	
	SW 322	Social Work Practice with the Elderly	60	30/2	1									
SO 310		<i>Gerontology</i>				3	R	Sum99 - F DeJong; Sum00 – J Powell						
	SW 323	Social Work with Special Groups	90	30/2	2									
	SW 324	Social Work in various Organizational Structures	120	45/3	3									
	SW 325	Social Work in Churches and Faith-based Organizations	100	45/3	2									
	SW 426	Social Structures I (Rehab, Insurance, pension, security)	225	75/5	5									
	SW 427	Social Structures II (Rehab, Insurance, pension, security)	225	75/5	5									
	SO 213	Social Ecology	90	30/2	2									
	RS 214	Religion and Spirituality in Social Work Practice	100	30/2	2									
SW 405	SW 400	Social Work Practicum & Seminar (SW 410)	460	15/1	6	6	R							
		Annual Practicums:	320		4									
		1 <sup>st</sup> Year (Field trips – 2 weeks)												
		2 <sup>nd</sup> Year (Prep for practicum – 4 weeks)												
		3 <sup>rd</sup> Year (SW experience – 6 weeks)												
		4 <sup>th</sup> Year (Research – 4 weeks)												
<b>OLD S&amp;W COURSES</b>														
BE 211		Macroeconomics				3	R	S97 - Burnett; F97; S99 - Selivanov				X	X	
SO 220		Urban Sociology				3	R	S00 – L Girko			X	X	X	
SO 230		Deviant Behavior				3	R	S00 - R Nadyuk						
SO/PY 311		Human Sexuality				3	R	Sum00 – T Boyd			X	X	X	
SW 340		Substance Abuse & Addiction				3	E	S00 – 'Opora' center team						
<b>ENGLISH MINOR (12 credit hours)</b>														
		EN 221 Practicum in Tutoring English						F97, S99, S00 – D.Broersma		X	X	X	X	Personal invitation
<b>Linguistics</b>														
LN 101		Introduction to Linguistics												
LN 201		English Phonology and Pronunciation						F98, F99 – D.Broersma			X	X	X	
LN 220		Socio-linguistics						S00 – D Broersma		X	X	X	X	
<b>Literature</b>														
LL 221A		American Literature I						S98 – D.Broersma			X	X	X	

Old RACU code	New RACU Code	Courses already taught	Total Academic Hours	Class Work/ Hrs. per week	New Credits	Old Credits	Req/elec	Semester taught & faculty who taught it	'00	'99	'98	'97	'96	Prerequisites & Notes
LL 221B		American Literature II						F99 – D.Broersma		X	X	X	X	
LL 222A		British Literature I												
LL 222B		British Literature II												
<b>English for Special Purposes</b>														
ES 201		Business English						S99 – J.Limcher, S00 – J Nunez		X	X	X	X	
ES 202		English for Social Work						S99 – P.Indahl			X	X	X	
ES 203		English for Bible and Theology												
ES 300		Translation												
<b>OLD ENGLISH COURSES</b>														
EN 101		Introduction to English Language I				6	R	F96, S97 – Thornberg, F97 – Broesma, Thornberg, F98 - Kondrashova			X	X	X	
EN 102		Introduction to English Language II				6	R	F96 - Indahl, S97 – Indahl, Dail, S98 – Thornberg, Kondrashova, F98, S99 - Gryby			X	X	X	
EN 103		Intermediate Academic English I				6	R	F96 – Williams, S97 – Thornberg, Indahl, S98, F98 – Indahl, S99 - Nunez			X	X	X	
EN 104		Intermediate Academic English II				6	R	S97, F97 – Indahl, Dail, F98, S99 - Thornberg			X	X	X	
EN 199		English Practice and Review (pass/fail)				3	R	F98, S99 - Broersma			X	X	X	

AY96-2000

APPENDIX J  
DESCRIPTION OF COURSES

Russian-American Christian University

## CURRICULAR REQUIREMENTS

by Stanley A. Clark

Vice President of Academic Affairs

September, 1995

Introduction. This proposal presents an outline of graduation requirements, both courses and competencies, for RACU. It will need to be reviewed, refined and validated by several groups, including the RACU leadership team, our partner institutions, the faculty of the University, and the Board of Directors.

Educational outcomes. Our commitment is to develop highly competent students who possess an integrated Christian world view and who define themselves as life-long learners. We believe that a successful graduate of the University must possess knowledge and competence in many areas in order to live most productively as a citizen of society and the Kingdom of God. This includes the following traits:

1. Communication and Reasoning Skills
  - a. To communicate effectively with others;
  - b. To think clearly, critically, and holistically;
  - c. To analyze and solve problems in a positive way;

- d. To understand various intellectual approaches to inquiry.

## 2. Christian Maturity and Understanding

- a. To understand the Bible and the essentials of Christian faith;
- b. To apply Biblical teachings to contemporary life;
- c. To understand contemporary social and religious issues;
- d. To make good value judgments and moral choices;
- e. To view and critique the world from a Christian perspective;
- f. To develop a servant orientation to life.

## 3. World Perspective

- a. To understand the development of world civilizations;
- b. To appreciate the fine arts of various cultures and periods;
- c. To be aware of global economic, political and social issues;
- d. To understand the social dimensions of being human;
- e. To be sensitive to multicultural realities of a diverse world;
- f. To understand and appreciate the global environment.

These clusters of traits will be developed through the curricular and extra curricular programs of the University. Their attainment will be measured through academic testing, surveys, interviews, and other appropriate methods.



Academic structure. Students must successfully complete three curricular components in order to graduate. They are:

1. General education (55 credit hours)
2. Academic specialty courses (40-50 credit hours)
3. Elective courses (20-30 credit hours)

Total needed to graduate: 125 credit hours

General education philosophy. A general educational curriculum is comprised of those courses that the faculty of the University believes are essential for all students to take; they form a common center for the educational experience.

The curriculum is guided by several principles:

1. General knowledge is very important in the contemporary world;
2. There must be a unifying vision and purpose to general education;
3. We must be free to pursue truth wherever it is found;
4. All students must be free to develop their full human potential.
5. Holistic education includes intellectual, spiritual, emotional, physical and relational dimensions.

General education curriculum. The program is comprised of 55 credit hours in three areas, as follow:

A. BIBLICAL PERSPECTIVES (14 credit hours)

Philosophical Foundations of Christian Education (2)

Biblical Literature I and II (6)

Bible/Religion elective (3)

Senior capstone ethics course (3)

B. LIBERAL ARTS AND SCIENCES (34 credit hours)

Introduction to Philosophy (3)

World Civilizations (3)

Social Sciences (2 courses) (6)

Laboratory Science (4)

Literature (2 courses) (6)

Mathematics (3)

Fine Arts Appreciation (3)

Composition (2 courses) (6)

C. LIFE SKILLS (7 credit hours)

Public Speaking (3)

Computer Literacy (2)

Health and Wellness (2)

Course descriptions.

## A. BIBLICAL PERSPECTIVES

### PL 1XX Philosophical Foundations of Christian Education (2)

An introduction to the nature and history of liberal arts; the nature and implications of world view; and the integration of faith and learning.

### RS 1XX Biblical Literature I: Old Testament (3)

An overview of the Old Testament: its history, its social and cultural context, and its teachings and major themes.

### RS 1XX Biblical Literature II: New Testament (3)

An overview of the New Testament: its history, its social and cultural context, and its teachings and major themes.

### PL 4XX The Bible and Conflicts of Contemporary Life (3)

Developing a Christian approach to the problems of modern life. Topics include family life, political life, careers, and the ethics of interpersonal relationships.

## B. LIBERAL ARTS AND SCIENCES

### 1. Philosophy

PL 1XX Introduction to Philosophy (3)

A survey of the basic questions of human existence as they have been addressed by philosophers through the ages. Includes analysis of the major traditions and problems of philosophy.

2. History (choose one of the following)

HI 1XX World Civilizations I (3)

An analysis of the major civilizations and historical events from ancient times to the 17th Century. Includes study of the key social, political and economic developments of the period.

HI 1XX World Civilizations II (3)

An analysis of the major civilizations and historical events from the 17th Century to the present. Includes study of the key social, political and economic developments of the period.

3. Social Science (choose one of the following)

SO 1XX Introduction to Sociology (3)

A survey of the discipline, its history and its methodology. Includes the study of culture, social structure and change, and the major institutions

and social processes of group life.

#### PY 1XX Introduction to Psychology (3)

A survey of the discipline, its history and its methodology. Includes the study of perception, learning, emotions, personality, human growth and development, and abnormal behavior.

#### AN 1XX Introduction to Anthropology (3)

A survey of the discipline, its history and its methodology. This course focuses on the study of primitive societies (their culture, social structure, and major institutions).

### 4. Fine Arts

#### AR 1XX Appreciation of the Fine Arts (3)

A cultural survey of the music and art of the Western world, including the major periods and artists, and the relations of music and art to culture.

### 5. Composition

#### XX 1XX Composition I (3)

Study of the various types of writing, including descriptive, argumentative and expository. The purpose of this course is to help students

develop university-level writing skills.

#### XX 2XX Composition II (3)

Advanced study of the principles of composition, with a goal of mastery of the writing process.

### C. LIFE SKILLS

#### CO 2XX Public Speaking (3)

A study of the principles of speech preparation, presentation and criticism, including audience analysis and the development of critical listening and thinking skills.

#### CS 1XX Computer Literacy (2)

This course will help students understand and effectively use computers. Topics include history and impact on society, components of a computing system, and basic applications.

#### PE 1XX Health and Wellness (2)

This course will introduce the major components of wellness, including physical fitness, nutrition and diet control, hygiene, stress management, and the use of leisure time.

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NOTE: still to be developed: General Ed course options in the following disciplines:

1. Natural Sciences
2. Mathematics
3. Bible and Religion electives

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APPENDIX K  
STRATEGIC PLAN (1996 – 2006)



## INTRODUCTION

The Russian-American Christian University (RACU) offered its first four evening courses in spring 1995, followed by an English Language Institute in July 1995 serving approximately 100 students. Special evening courses and seminars were held during the 1995 – 96 school year with a second English Language Institute in July 1996 for approximately 120 students. In September 1996, the first freshman class of 40 students began RACU's full-time undergraduate program.

### Our Mission

The Russian-American Christian University, established in the Russian Federation, is a comprehensive liberal arts university grounded in historic biblical Christianity. RACU is the only Christian higher education institution in Russia specifically committed to preparing young Russian Christians for leadership in the marketplace, the arts, law and government, and the helping professions.

### Our Goals

As the plans for the university were jointly formulated by Russian and American educators, the following educational goals were approved by RACU's Board of Trustees as guidelines for its development:

- To establish a cooperative educational venture through the combined efforts of Russian and American educators, a venture which would bring together the strengths of

each educational system and would result in a vibrant community of Christian scholars and students.

- To engage Russian university students in vigorous liberal arts education that would promote lifelong Christian service to church and society.
- To produce quality Christian scholarship by faculty and students, scholarship which would enhance the best insights of Russian culture and historic Christianity and engage issues in the intellectual and public spheres.
- To create a caring and diverse educational community where faculty and students would be challenged to acquire knowledge, cultivate aspirations, and practice lives of service.
- To offer to Russian society an intellectually credible Christian witness, a witness that would bear testimony to historic Christianity, through lectures and publications of its faculty.

## The Context

This plan has been developed in light of the context of post-Communist Russia, a nation struggling through a painful transition. This context presents both opportunities and challenges, and a careful assessment of this environment must be made in order to develop long-range plans for RACU's future.

## Challenges and Obstacles

1. Lack of a legal tradition governed by a "rule of law."

2. Education bureaucracy operating with Soviet-style control patterns.
3. Absence of a history of private higher education.
4. Institutionalized corruption evident in every facet of Russian society.
5. Growing hostility toward the West.
6. Lack of a tradition of charitable giving to non-state institutions.
7. The relative poverty of the Christian community in Russia.
8. The challenges of working cross-culturally for a bi-national organization.

#### Strengths and Opportunities

1. The uniqueness and attraction of the university.
2. The uniqueness of the university's bi-national structure.
3. Practical educational goals that have great appeal.
4. Legal registration in both the United States and Russia.
5. Cordial links established with Russian educational institutions and key officials.
6. A university program with an established reputation and credibility.
7. A quality facility and educational resources with a unique library collection.
8. A supportive financial base of foundations and individuals.

## Priorities and Strategies for 1996-2006

The priorities and strategies described in this section of the Strategic Plan have been evaluated and approved by the leadership and Boards of RACU.

1. Develop a quality Christian liberal arts undergraduate program.

Expand the academic course offerings of RACU into a full four-year program.

Develop an undergraduate program which will accommodate 250 full-time students by the tenth year of operation (2008).

Develop a committed Christian faculty of qualified Russian and American professors.

Develop an administrative staff of Russians and Americans who can provide necessary leadership.

2. Secure accreditation for the university's undergraduate program in Russia and internationally.

Complete the application process for accreditation by the Russian Ministry of Education and other governmental authorities.

Pursue accreditation through an internationally recognized association of colleges and universities.

Maintain high standards of quality and excellence for the academic program of the university.

3. Develop RACU as an educational institution that is replicable and that can serve as an alternative academic model for Russian educators.

RACU should be consciously developed as a model that can be replicated in other Russian cities by Christian educators.

Work with the Association of Non-State Educational Institutions in Moscow to ensure fair and just treatment of private colleges and universities in Russia by governmental authorities.

4. Develop quality graduate programs in disciplines most appropriate to the needs and demands of our students and Russian society.

Quality Christian education on the graduate level is currently not a possibility in Russia; RACU will begin to offer graduate level courses by the sixth year of operations (2001-2002).

Opportunities in Russia should determine which graduate programs receive the priority in RACU's future development.

Quality courses should be developed and offered as evening classes or weekend seminars for adult learners by the third year of operations (1998-1999).

5. Develop a research program at the university that addresses the pressing needs of Russian society from a Christian perspective.

Joint research projects by Russian and American scholars, aided by RACU students, are part of the university's long-term goals.

The combined resources of RACU and its North American partner colleges, including the university's computer resources, are considerable and open up exciting possibilities for collaborative scholarship and distance education.

RACU's unique library collections should be made accessible to interested scholars and constituents of the university.

6. Develop the university into a center for Christian education in the country.

Because of the lack of a tradition of Christian education in Russia, it is a goal of the university to become a center that can equip and empower Christians to develop a network of Christian schools and academies throughout the country.

The university's charter reflects the commitment of the Founders that RACU be a higher education institution grounded in historic biblical Christianity. The university is nondenominational and invites Christians from all faith traditions to participate in its programs.

7. Strengthen RACU's outreach and service to its local neighborhood, the city of Moscow and the country.

The university is committed to be a responsible member of the community in which it is located and will serve that community through its educational programs and outreach efforts.

### Developmental Goals

At this point in RACU's development, there is much cause for celebration. We have established credibility in the educational community in Moscow and among Christian leaders; we have successfully completed the first three years of a four-year undergraduate program and are preparing for the fourth year; we have a quality

headquarters facility that is largely paid for; and we have successfully raised the necessary funding for the first three years of RACU's operation.

But now the university is at an important crossroad. Our facility is filled to capacity and there is no room for any further growth in the space we currently own. A major initiative is now required to develop and implement a plan for expanding RACU's access to classroom and office facilities; this initiative will require a substantial financial investment, whether RACU leases or purchases additional space.

In order for RACU to continue its exciting growth, and to implement the priorities outlined above over the next ten years, strategies must be developed by RACU's staff and Boards to address the following major issues:

A Strategy for Developing RACU's Programs for Undergraduates, Graduate students, and Adult learners

A Strategy for RACU's Financial Support and Future Viability.

A Strategy for Securing Adequate Campus Facilities.

A Strategy for Developing Greater Sources of North American Faculty

The charts and tables which follow are intended to facilitate analysis, discussion and the development of action plans by the staff and Boards of RACU.



1. A Strategy for developing RACU's programs for undergraduates, graduate students, and adult learners

RACU Student Enrollment Projections: 1996-2006

Academic Year	Undergraduate Students (New Students)	Graduate Students	Continuing Adult Education Students	Totals
1996-1997	40	0	0	40
1997-1998	85 (45)	0	0	85
1998-1999	100 (35)	0	50	150
1999-2000	140 (45)	0	100	240
2000-2001	150 (50)	0	150	300
2001-2002	160 (50)	20	250	430
2002-2003	180 (50)	40	350	570
2003-2004	200 (50)	50	450	700
2004-2005	225 (75)	75	550	850
2005-2006	250 (75)	100	650	1,000

NOTES:

\* Assumes that full-time undergraduates will require scholarship and work-study grant subsidies.

\* Assumes that graduate students, either full-time or part-time, will not require subsidies.

\* Assumes that all continuing adult education participants will generate income for RACU.

➔ 2. A Strategy for RACU's Financial Support and Future Viability.

RACU Financial Support Projections: 1996-2006  
(Percentages of the RACU Annual Budget)

Phase I - The Launch Phase

Academic Year	Tuition & Fees			Western Gifts	Corporate Sponsors	Russian Churches	Russian Businesses
	UG	GS					
1996-97	5	0	0	95	0	0	0
1997-98	5	0	0	95	0	0	0
1998-99	5	0	2	93	0	0	0
1999-00	5	0	4	91	0	0	0
2000-01	5	0	6	89	0	0	0
2001-02	6	1	8	85	0	0	0
2002-03	7	2	10	78	2	1	0
2003-04	8	3	13	71	3	1	1
2004-05	9	4	17	62	4	2	2
2005-06	10	5	20	55	5	2	3

NOTES:

UG - Undergraduate students

GS - Graduate students

AL - Adult learners (continuing education program)

APPENDIX L  
PRESIDENT POSITION DESCRIPTION

PRESIDENT  
**Russian-American Christian University**

Position Description

**Reports to:** Board of Trustees (Executive Committee)

**Qualifications:**

1. Personal commitment to Jesus Christ and the historic Christian faith as articulated in the Apostles' Creed and the World Evangelical Fellowship's Statement of Faith.
2. Committed to RACU's vision and mission.
3. Ph.D. (or an equivalent experience) in an academic discipline or higher education administration and prior management experience.
4. Experience in academic administration in a Christian liberal arts college or university.
5. Team player and effective manager.
6. Cross-cultural experience; knowledge of Russian language and culture strongly desired.
7. Willingness to serve as a "missionary educator" and raise their own support for salary and benefits.

**Responsibilities:**

1. Serve as the principal "ambassador" for the university and its unique mission in the Russian Federation.
2. Serve as the principal fund-raiser and friend-raiser for the university.
3. Serve as the university's Chief Executive Officer (CEO) and maintain close contact with the Provost and Chief Operating Officer (COO) in Moscow.
4. Manage the preparation of grant proposals seeking foundation and corporate support.
5. Oversee the university's finances and budget and ensure accountability of all university financial actions.
6. Work with the Board of Trustees, ensuring that the Trustees receive timely information and updates about developments related to the university.
7. Develop and nurture relations with members of the Board of Advisors, working with them to increase RACU's profile with new potential friends and supporters.

8. Together with the Provost, recruit foreign national faculty members for long-term and short-term teaching positions at RACU.
9. Oversee RACU's promotional initiatives, including the monthly support letters and the US-based RACU Website.
10. Build networks with key constituents in the United States and Russia.

APPENDIX M  
POLICY ON CUSTOMER SERVICE

**OUR COMMITMENT TO CUSTOMER SERVICE**  
**RUSSIAN-AMERICAN CHRISTIAN UNIVERSITY**

**I. Premise**

If we are to perform great customer service, we must always remember the Christian focus of our College. When we communicate with other employees and serve our customers, we should be guided our Christian principles. The quality of our customer service is a reflection of our personal spiritual growth.

**II. Our Attitude toward Customer Service**

Customer service is a part of our job. Excellent customer service requires that:

- a) We recognize that everyone with whom we interact at RACU is a customer.
- b) We are dedicated to satisfying our customer's needs.
- c) We will try our best to provide prompt, reliable service.
- d) We should never promise things that we can't fulfill.
- e) We examine our competitor's services and policies to learn from their strengths and weaknesses.
- f) We know what is important to our customers.
- g) We are willing to listen to complaints.

**III. Providing Customer Service**

When providing customer service, we will make every effort to:

- h) Greet our customers appropriately and make them comfortable from the beginning.
- i) Make our customers feel special by listening attentively.
- j) Be constructive at all times.
- k) Not only meet, but also exceed our customer's expectations.
- l) Solve problems quickly and effectively.



APPENDIX N

BUSINESS AND ECONOMICS CURRICULUM

## DEPARTMENT OF BUSINESS AND ECONOMICS



### Goal Statement

The Department of Business and Economics exists in order to provide a broad liberal arts introduction to the study of this academic specialization, with a concentration on managerial training. Through its curriculum, the Department strives to accomplish the following goals:

- Help students understand the global context of business and economics and the realities of changing from a state-controlled economy to a free market system.
- Instill in students a Biblical and ethical framework for understanding the nature and practice of business and economics.
- Provide students with the basic skills needed to operate a modern business enterprise.
- Prepare students for general managerial roles in business and industry.
- Prepare students for graduate-level studies in business and economics.

(See further the Ministry of Education of the Russian Federation's **Guidelines for Professional Training of Business-Economics Bachelors** at the end of this section.)

### Program for Business & Economics (521600)

All courses must be completed to meet graduation requirements. A student must complete at least 40 credit hours per year to complete the program in 4 years (17 credits per semester + 6 credits each year during the spring modular sessions).

Faculty should use the Ministry of Education of the Russian Federation Standards for 521600 – Economics (Moscow 2000) when developing course content and course syllabi.

### GENERAL HUMANITIES AND SOCIAL-ECONOMIC CURRICULUM

#### Required Course Work ..... 2075 hrs (49 credits)

EN 132	Advanced Academic English I .....	240 hrs (6 cr.)
EN 133	Advanced Academic English II .....	240 hrs (6 cr.)
PE 1-400	Sports .....	280 hrs (8 cr.)
PE 101	Health .....	90 hrs (2 cr.)
PL 100	Philosophy .....	120 hrs (3 cr.)
HI 111	History of Russia .....	120 hrs (3 cr.)
RL 132	Russian Composition I (Stylistics) .....	90 hrs (2 cr.)
RL 133	Russian Composition II (Composition) .....	90 hrs (2 cr.)
RL 110	Introduction to the Study of Literature .....	90 hrs (2 cr.)
CO 101	Public Speaking .....	135 hrs (3 cr.)
HI 113	American History .....	100 hrs (2 cr.)
PS 210	Introduction to Political Science .....	100 hrs (2 cr.)
AR 111	Appreciation of Fine Arts .....	135 hrs (3 cr.)

**Literature (choose one)**

RL 111	Russian Literature .....	135 hrs (3 cr.)
LL 221A	American Literature I.....	135 hrs (3 cr.)
LL 221B	American Literature II.....	135 hrs (3 cr.)

**Social Sciences (choose one)**

PY 230	Psychology I.....	110 hrs (2 cr.)
SO 212	Social Anthropology.....	110 hrs (2 cr.)
SO 230	Sociology I.....	110 hrs (2 cr.)

**MATHEMATICS & NATURAL SCIENCE .....1155 hrs (25 credits)**

MS 133	Mathematics I e .....	180 hrs (4 cr.)
MS 234	Mathematics II e .....	180 hrs (4 cr.)
MS 235	Mathematics III e .....	180 hrs (4 cr.)
NS 131	Natural Sciences I.....	90 hrs (2 cr.)
NS 232	Natural Sciences II.....	90 hrs (2 cr.)
IT 110	Computer Literacy (Information Technology) .....	135 hrs (3 cr.)
IT 211	Computer Applications in Business .....	150 hrs (3 cr.)
IT 312	Management Information Systems .....	150 hrs (3 cr.)

**CHRISTIAN PERSPECTIVES .....450 hrs (11 credits)**

GE 100	Christian Perspectives on Learning .....	90 hrs (2 cr.)
RS 212	Biblical Literature I: Old Testament.....	120 hrs (3 cr.)
RS 213	Biblical Literature II: New Testament .....	120 hrs (3 cr.)
RS 350	Current Topics in Bible and Theology.....	120 hrs (3 cr.)

**DEPARTMENTAL CURRICULUM .....3805 hrs (75 credits)****General Professional Requirements .....1335 hrs (27 credits)****Economics 1335 hrs (27 cr.)**

EC 210	Introduction to Economics.....	100 hrs (2 cr.)
EC 211	History of Economics & Economic Teachings .....	135 hrs (3 cr.)
EC 212	Microeconomics I .....	150 hrs (3 cr.)
EC 313	Microeconomics II .....	150 hrs (3 cr.)
EC 314	Macroeconomics I .....	150 hrs (3 cr.)
EC 415	Macroeconomics II .....	150 hrs (3 cr.)
EC 316	Global (World) Economy I.....	150 hrs (3 cr.)
EC 417	Global (World) Economy II .....	150 hrs (3 cr.)
MS 216	Probability and Mathematical Statistics I .....	100 hrs (2 cr.)
MS 317	Probability and mathematical Statistics II .....	100 hrs (2 cr.)

**Special Professional Requirements ..... 2470 hrs (48 credits)****Finances & Accounting 700 hrs (14 cr.)**

AC 330	Financial Accounting (GAAP system).....	150 hrs (3 cr.)
AC 331	Managerial Accounting .....	150 hrs (3 cr.)
AC 432	Russian Accounting and Taxation I .....	150 hrs (3 cr.)
AC 433	Russian Accounting and Taxation II .....	150 hrs (3 cr.)
AC 415	Money and Banking .....	100 hrs (2 cr.)

**Business & Management 1770 hrs (34 cr.)**

BE 210	Introduction to Business & Management.....	100 hrs (2 cr.)
BE 311	Human Resource Management.....	135 hrs (3 cr.)
BE 312	Organizational Behavior & Management.....	135 hrs (3 cr.)
BE 313	Religious Organizational Management.....	100 hrs (2 cr.)
BE 414	Marketing Management .....	135 hrs (3 cr.)
BE 415	Strategic Management.....	135 hrs (3 cr.)
BE 316	Entrepreneurship.....	135 hrs (3 cr.)

BE 317	Business Ethics .....	100 hrs (2 cr.)
BE 318	Research in Management .....	100 hrs (2 cr.)
SL 413	Business Law .....	135 hrs (3 cr.)
SL 414	Non-Profit Organizations (Legal Aspects) .....	100 hrs (2 cr.)
BE 400	Business Practicum & Seminar .....	460 hrs (6 cr.)

**General:** ..... 2075 hours (49 credits)  
**Mathematics and Natural Sciences** ..... 1155 hours (25 credits)  
**Christian Perspectives:** ..... 450 hours (11 credits)  
**Major:** ..... 3805 hours (75 credits)  
**Total:** ..... **7485 hours (160 credits)<sup>1</sup>**

Theoretical education, scientific research,  
 laboratory work, examinations ..... 154 weeks  
 Senior Internship..... 12 weeks  
 Holidays..... 38 weeks  
 State Examinations (preparations & examination) ..... 4 weeks  
**TOTAL:** ..... **208 weeks (4 years)**

#### **Guidelines for Completion of Courses Each Semester**

##### **FIRST YEAR: (1555 Hours, 37 Credits)**

###### **Fall: 20 Hrs/week class work (17 cr.)**

EN 132	Advanced Academic English I .....	240 hrs (6 cr.)
PL 100	Philosophy .....	120 hrs (3 cr.)
RL 132	Russian Composition I (Stylistics) .....	90 hrs (2 cr.)
RL 110	Introduction to the Study of Literature .....	90 hrs (2 cr.)
IT 110	Computer Literacy (Information Technology) .....	135 hrs (3 cr.)
PE 100	Sports.....	35 hrs (1 cr.)

###### **Spring: 24 Hrs/week class work (20 cr.) [Intensive modules - electives]**

EN 133	Advanced Academic English II .....	240 hrs (6 cr.)
GE 100	Christian Perspectives on Learning.....	90 hrs (2 cr.)
HI 111	History of Russia.....	120 hrs (3 cr.)
RL 133	Russian Composition II (composition).....	90 hrs (2 cr.)
MS 133	Mathematical Analysis.....	180 hrs (4 cr.)
PE 101	Health.....	90 hrs (2 cr.)
PE 100	Sports.....	35 hrs (1 cr.)

##### **SECOND YEAR: (1675 Hours, 37 Credits)**

###### **Fall: 26 Hrs/week class work (19 cr.)**

RS 212	Biblical Literature I: Old Testament .....	120 hrs (3 cr.)
PS 210	Introduction to Political Science .....	100 hrs (2 cr.)
MS 234	Linear Algebra I .....	180 hrs (4 cr.)
NS 231	Natural Sciences I.....	90 hrs (2 cr.)
IT 211	Computer Applications in Business.....	150 hrs (3 cr.)
EC 210	Introduction to Economics .....	100 hrs (2 cr.)
BE 210	Introduction to Business & Management.....	100 hrs (2 cr.)
PE 200	Sports.....	35 hrs (1 cr.)

<sup>1</sup> This total = 8234 Academic Hours according to the Russian system of 45 minutes per academic hour.

**Spring: 24 Hrs/week class work (18 cr.) [Intensive modules – electives + req. courses]**

RS 213	Biblical Literature II: New Testament .....	120 hrs (3 cr.)
MS 235	Linear Algebra II .....	180 hrs (4 cr.)
NS 232	Natural Sciences II .....	90 hrs (2 cr.)
EC 211	History of Economics & Economic Teachings .....	135 hrs (3 cr.)
EC 212	Microeconomics I .....	150 hrs (3 cr.)
MS 216	Probability Theory and Mathematical Statistics I .....	100 hrs (2 cr.)
PE 200	Sports .....	35 hrs (1 cr.)

**THIRD YEAR (1775 Hours, 37 Credits)****Fall: 25 Hrs/week class work (18 cr.)**

IT 312	Management Information Systems .....	150 hrs (3 cr.)
EC 313	Microeconomics II .....	150 hrs (3 cr.)
MS 317	Probability Theory and Mathematical Statistics II .....	100 hrs (2 cr.)
AC 330	Financial Accounting (GAAP system) .....	150 hrs (3 cr.)
BE 312	Organizational Behavior & Management .....	135 hrs (3 cr.)
BE 316	Entrepreneurship .....	135 hrs (3 cr.)
PE 300	Sports .....	35 hrs (1 cr.)

**Spring: 27 Hrs/week class work (19 cr.) [Intensive modules – electives/ req. courses]**

EC 314	Macroeconomics I .....	150 hrs (3 cr.)
EC 316	Global (World) Economy I .....	150 hrs (3 cr.)
AC 331	Managerial Accounting .....	150 hrs (3 cr.)
BE 311	Human Resource Management .....	135 hrs (3 cr.)
BE 313	Religious Organizational Management .....	100 hrs (2 cr.)
BE 317	Business Ethics .....	100 hrs (2 cr.)
BE 318	Research in Management .....	100 hrs (2 cr.)
PE 300	Sports .....	35 hrs (1 cr.)

**FOURTH YEAR (1735 Hours, 33 Credits)****Fall: 21 Hrs/week class work (14 cr.) + 2 days/week practicum (16 hrs)**

EC 415	Macroeconomics II .....	150 hrs (3 cr.)
EC 417	Global (World) Economy II .....	150 hrs (3 cr.)
AC 432	Russian Accounting and Taxation I .....	150 hrs (3 cr.)
SL 413	Business Law .....	135 hrs (3 cr.)
BE 400	Business Practicum & Seminar (Fall and Spring) .....	460 hrs (6 cr.)
PE 400	Sports .....	35 hrs (1 cr.)

**Spring: 20 Hrs/week class work (13 cr.) + 2 days/week practicum (16 hrs) (Intensive modules – none)**

AC 433	Russian Accounting and Taxation II .....	150 hrs (3 cr.)
AC 415	Money and Banking .....	100 hrs (2 cr.)
BE 414	Marketing Management .....	135 hrs (3 cr.)
BE 415	Strategic Management .....	135 hrs (3 cr.)
SL 414	Non-Profit Organizations (Legal Aspects) .....	100 hrs (2 cr.)
PE 400	Sports .....	35 hrs (1 cr.)

**ANY YEAR: (735 Hours, 16 credits)**

RS 350	Current Topics in Bible and Theology .....	120 hrs (3 cr.)
CO 101	Public Speaking .....	135 hrs (3 cr.)
HI 113	American History .....	100 hrs (2 cr.)
RL 111	Russian Literature .....	135 hrs (3 cr.)
LL 221A	American Literature I .....	135 hrs (3 cr.)
LL 221B	American Literature II .....	135 hrs (3 cr.)

PY 230	Psychology I .....	135 hrs (3 cr.)
SO 230	Sociology I .....	135 hrs (3 cr.)
AR 111	Appreciation of Fine Arts .....	135 hrs (3 cr.)
SO 212	Social Anthropology.....	110 hrs (2 cr.)

*Please note the prerequisites mentioned with certain courses in the course description section.*

## **Business & Economics Course Descriptions**

**NOTE:** Introduction to Business & Management (BE 201) is a prerequisite for entry into all B&E courses.

### **EN.F01<sup>1</sup> MS 133 Mathematical Analysis 180 hrs (4 credits)**

Concept of quantification; functional dependence; graphs of basic functions; roots of the function; aspects of quantification and sequences; general qualities of continuous functions; derivative and differential; solutions to basic differential equations and their coefficients; convex function; indefinite integral; irregular integrals; "Dot" quantification in N-dimensional space; functions with several variables and their continuity; derivatives and differentials of functions with several variables; classical methods of optimization; functions of demand and supply; utility functions; and indifference curves.

### **EN.F01 MS 234 Elements of Linear Algebra and Analytical Geometry 180 hrs (4 credits)**

**Prerequisite:** MS133. Systems of linear equations; elements of analytical geometry on a line, plane, and in three-dimensional space; determinants; vector systems and matrix range; N-dimensional linear vector space; linear operators and matrices; complex numbers and multi-numbers; linear operators' vectors; and Euclidean space.

### **EN.F01 MS 235 Linear Programming 180 hrs (4 credits)**

**Prerequisite:** MS 234. This course advances upon the concepts covered in MS 234 and considers the following topics: quadratic equations; systems of linear inequalities; linear methods of optimization; basic definitions and methods of linear programming; simplex method; theory of duality; discrete programming; dynamic programming; and non-linear programming.

### **EN.F01 MS 216 Probability Theory and Mathematical Statistics I 100 hrs (2 credits)**

**Prerequisite:** MS 234. Introduction to probability theory. Topics include basic concepts, probability space, random numbers, models of probability distribution most commonly encountered in the socio-economic sciences; law of probability distribution for stochastic functions; Chebyshev's inequality; and the law of big numbers and its application.

### **EN.F01 MS 317 Probability Theory and Mathematical Statistics II 100 hrs (2 credits)**

**Prerequisite:** MS 216. Topics covered include the special role of the normal distribution and the central limits theorem, Markov's chains and their use in modeling socio-economic processes, statistical verification of hypotheses, and statistical methods of experimental data processing, and statistical process control.

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<sup>1</sup> Ministry of Education designation

APPENDIX O

SOCIAL WORK CURRICULUM

## DEPARTMENT OF SOCIAL WORK



### Goal Statement

The Department of Social Work is interdisciplinary in focus, designed to instill a broad understanding of social problems and issues and to develop the skills needed to ameliorate those problems while working within a professional setting. Through this generalist approach in its curriculum, the Department strives to accomplish the following goals:

- Prepare students to help people in a wide variety of settings.
- Provide students with the skills needed to facilitate resolution of problems of individuals, groups, and organizations.
- Instill in students a Biblical and ethical framework for understanding the nature and practice of Social Work.
- Prepare students for graduate-level studies in Social Work.

(See further the Ministry of Education of the Russian Federation's **Guidelines for Professional Training of Social Work Bachelors** at the end of this section.)

### Admission to Department

#### **Academic Admission:**

By the end of the second academic year, students must have completed at least 4 courses (12 credit hours) in the major, with a GPA for those courses of at least 3.5. If these conditions are met, students will receive academic admission.

#### **Professional Admission:**

At the end of the third academic year, a special screening committee will interview students. Students who pass this interview will be allowed to continue to graduate in the department if they have maintained an overall GPA of 3.5 and remain in good standing with the University.

### Program for Social Work (521100)

All courses must be completed to meet graduation requirements. A student must complete at least 40 credit hours per year to complete the program in 4 years (17 credits per semester + 6 credits each year during the spring modular sessions).

Faculty should use the Ministry of Education of the Russian Federation Standards for 521100 – Social Work (Moscow 2000) when developing course content and course syllabi.



**GENERAL HUMANITIES AND SOCIAL-ECONOMIC CURRICULUM****Required Course Work ..... 2065 hrs (49 credits)**

EN 132	Advanced Academic English I .....	240 hrs (6 cr.)
EN 133	Advanced Academic English II .....	240 hrs (6 cr.)
PE 1-400	Sports .....	280 hrs (8 cr.)
PE 101	Health .....	90 hrs (2 cr.)
PL 100	Philosophy .....	120 hrs (3 cr.)
HI 111	History of Russia .....	120 hrs (3 cr.)
RL 132	Russian Composition I (Stylistics) .....	90 hrs (2 cr.)
RL 133	Russian Composition II (Composition) .....	90 hrs (2 cr.)
RL 110	Introduction to the Study of Literature .....	90 hrs (2 cr.)
CO 101	Public Speaking .....	135 hrs (3 cr.)
HI 113	American History .....	100 hrs (2 cr.)
PS 210	Introduction to Political Science .....	100 hrs (2 cr.)
AR 111	Appreciation of Fine Arts .....	135 hrs (3 cr.)
EC 210	Introduction to Economics .....	100 hrs (2 cr.)
<b>Literature (choose one)</b>		
RL 111	Russian Literature .....	135 hrs (3 cr.)
LL 221A	American Literature I .....	135 hrs (3 cr.)
LL 221B	American Literature II .....	135 hrs (3 cr.)

**MATHEMATICS & NATURAL SCIENCE ..... 585 hrs (13 credits)**

MS 131	Mathematics I s .....	90 hrs (2 cr.)
MS 232	Mathematics II s .....	90 hrs (2 cr.)
NS 131	Natural Sciences I .....	90 hrs (2 cr.)
NS 232	Natural Sciences II .....	90 hrs (2 cr.)
IT 110	Computer Literacy (Information Technology) .....	135 hrs (3 cr.)
IT 211	Information Technology in Social Work .....	90 hrs (2 cr.)

**CHRISTIAN PERSPECTIVES ..... 450 hrs (11 credits)**

GE 100	Christian Perspectives on Learning .....	90 hrs (2 cr.)
RS 212	Biblical Literature I: Old Testament .....	120 hrs (3 cr.)
RS 213	Biblical Literature II: New Testament .....	120 hrs (3 cr.)
RS 350	Current Topics in Bible and Theology .....	120 hrs (3 cr.)

**SOCIAL WORK MAJOR****General Professional Requirements ..... 2585 hrs (55 credits)****Psychology 690 hrs (14 cr.)**

PY 230	Psychology I .....	110 hrs (2 cr.)
PY 331	Psychology II .....	135 hrs (3 cr.)
PY 432	Social & Psychological Aspects of Health I .....	100 hrs (2 cr.)
PY 433	Social & Psychological Aspects of Health II .....	100 hrs (2 cr.)
PY 334	Human Behavior in the Social Environment I .....	135 hrs (3 cr.)
PY 335	Human Behavior in the Social Environment II .....	110 hrs (2 cr.)

**Sociology 345 hrs (7 cr.)**

SO 230	Sociology I .....	110 hrs (2 cr.)
SO 331	Sociology II .....	135 hrs (3 cr.)
SO 212	Social Anthropology .....	100 hrs (2 cr.)

**Social Work 1650 hrs (34 cr.)**

SW 201	Introduction to Social Work .....	100 hrs (2 cr.)
SW 230	Social Work Theory I .....	110 hrs (2 cr.)
SW 231	Social Work Theory II .....	110 hrs (2 cr.)

SW 332	Social Work Practice I .....	110 hrs (2 cr.)
SW 333	Social Work Practice II .....	110 hrs (2 cr.)
SW 414	Conflict Resolution & Mediation .....	100 hrs (2 cr.)
SW 415	Social Work Values & Ethics .....	100 hrs (2 cr.)
SW 216	History of Social Work in Russia and the United States .....	135 hrs (3 cr.)
SL 312	Social Law .....	135 hrs (3 cr.)
EC 318	Economics of Social Work .....	90 hrs (2 cr.)
SW 417	Social Work Administration and Management .....	135 hrs (3 cr.)
SW 418	Strategic Management in SW .....	135 hrs (3 cr.)
SW 319	Social Work Policies in Russia .....	100 hrs (2 cr.)
SW 320	Social Research & Statistics .....	180 hrs (4 cr.)

**Special Professional Requirements ..... 1890 hrs (34 credits)**

SW321	Social Work Practice with Children and Families .....	100 hrs (2 cr.)
SW322	Social Work Practice with the Elderly .....	60 hrs (1 cr.)
SW 323	Social Work with Special Groups .....	90 hrs (2 cr.)
SW 324	Social Work in various Organizational Structures .....	120 hrs (3 cr.)
SW 325	Social Work in Churches and Faith-based Organizations .....	100 hrs (2 cr.)
SW 426	Social Structures I .....	225 hrs (5 cr.)
SW 427	Social Structures II .....	225 hrs (5 cr.)
SO 213	Social Ecology .....	90 hrs (2 cr.)
RS 214	Religion and Spirituality in Social Work Practice .....	100 hrs (2 cr.)
SW 400	Social Work Practicum & Seminar .....	460 hrs (6 cr.)
	Annual Practicums .....	320 hrs (4 cr.)

**General:** ..... 2065 hours (49 credits)

**Mathematics & Natural Sciences** ..... 585 hours (13 credits)

**Christian Perspectives:** ..... 450 hours (11 credits)

**Major:** ..... 4575 hours (89 credits)

**Total:** ..... **7675 Academic hours<sup>1</sup> (162 credits)**

Theoretical education, scientific research, laboratory work (124 weeks), examinations (2 weeks/semester)..... 138 weeks  
 Practicums (*1<sup>st</sup> year field trips - 2 weeks; 2<sup>nd</sup> year preparation for practicum - 4 weeks; 3<sup>rd</sup> year practical SW experience - 6 weeks; 4<sup>th</sup> year research - 4 weeks*) ..... 16 weeks  
 Senior Internship..... 12 weeks  
 Holidays ..... 38 weeks  
 State Examinations (preparation & examination) ..... 4 weeks  
**TOTAL:** ..... **208 weeks (4 years)**

**Guidelines for Completion of Courses Each Semester**

**FIRST YEAR: (1555 Hours, 37 Credits)**

**Fall: 23 Hrs/week class work (18 cr.)**

EN 132	Advanced Academic English I .....	240 hrs (6 cr.)
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<sup>1</sup> This total = 8333 Academic Hours according to the Russian system of 45 minutes per academic hour.

HI 111	History of Russia .....	120 hrs (3 cr.)
RL 132	Russian Composition I (Stylistics) .....	90 hrs (2 cr.)
MS 131	Mathematics I s .....	90 hrs (2 cr.)
NS 131	Natural Sciences I .....	90 hrs (2 cr.)
PE 101	Health .....	90 hrs (2 cr.)
PE 100	Sports .....	35 hrs (1 cr.)

**Spring: 24 Hrs/week class work (19 cr.) (Intensive modules – electives)**

EN 133	Advanced Academic English II .....	240 hrs (6 cr.)
GE 100	Christian Perspectives on Learning .....	90 hrs (2 cr.)
PL 100	Philosophy .....	120 hrs (3 cr.)
RL 133	Russian Composition II (Composition) .....	90 hrs (2 cr.)
MS 232	Mathematics II s .....	90 hrs (2 cr.)
IT 110	Computer Literacy (Information Technology) .....	135 hrs (3 cr.)
PE 100	Sports .....	35 hrs (1 cr.)

**SECOND YEAR: (1785 Hours, 39 Credits)**

**Fall: 24 Hrs/week class work (20 cr.)**

RS 213	Biblical Literature II: New Testament .....	120 hrs (3 cr.)
RL 110	Introduction to the Study of Literature .....	90 hrs (2 cr.)
NS 232	Natural Sciences II .....	90 hrs (2 cr.)
SO 230	Sociology I .....	135 hrs (3 cr.)
SO 212	Social Anthropology .....	100 hrs (2 cr.)
SW 201	Introduction to Social Work .....	100 hrs (2 cr.)
SW 230	Social Work Theory I .....	110 hrs (2 cr.)
SW 216	History of Social Work in Russia and the United States .....	135 hrs (3 cr.)
PE 200	Sports .....	35 hrs (1 cr.)

**Spring: 25 Hrs/week class work (19 cr.) (Intensive modules – electives + req. Courses)**

RS 212	Biblical Literature I: Old Testament .....	120 hrs (3 cr.)
PS 210	Introduction to Political Science .....	100 hrs (2 cr.)
EC 210	Introduction to Economics .....	100 hrs (2 cr.)
IT 211	Information Technology in Social Work .....	90 hrs (2 cr.)
PY 230	Psychology I .....	135 hrs (3 cr.)
SO 213	Social Ecology .....	90 hrs (2 cr.)
SW 231	Social Work Theory II .....	110 hrs (2 cr.)
RS 214	Religion and Spirituality in Social Work Practice .....	100 hrs (2 cr.)
PE 200	Sports .....	35 hrs (1 cr.)

**THIRD YEAR (1730 Hours, 37 Credits)**

**Fall: 22 Hrs/week class work (17 cr.)**

PY 331	Psychology II .....	110 hrs (2 cr.)
PY 334	Human Behavior in the Social Environment I .....	135 hrs (3 cr.)
SO 331	Sociology II .....	110 hrs (2 cr.)
SW 332	Social Work Practice I (Methods & Technologies) .....	110 hrs (2 cr.)
EC 318	Economics of Social Work .....	90 hrs (2 cr.)
SW 319	Social Work Policies in Russia .....	100 hrs (2 cr.)
SW 324	Social Work in various Organizational Structures .....	120 hrs (3 cr.)
PE 300	Sports .....	35 hrs (1 cr.)

**Spring: 24 Hrs/week class work (19 cr.) (Intensive modules – electives/ req. courses)**

PY 335	Human Behavior in the Social Environment II .....	110 hrs (2 cr.)
SW 333	Social Work Practice II (Methods & Technologies) .....	110 hrs (2 cr.)
SL 312	Social Law .....	135 hrs (3 cr.)
SW 320	Social Research & Statistics .....	180 hrs (4 cr.)

SW321	Social Work Practice with Children and Families .....	100 hrs (2 cr.)
SW322	Social Work Practice with the Elderly .....	60 hrs (1 cr.)
SW 323	Social Work with Special Groups .....	90 hrs (2 cr.)
SW 325	Social Work in Churches and Faith-based Organizations .....	100 hrs (2 cr.)
PE 100	Sports.....	35 hrs (1 cr.)

#### **FOURTH YEAR (1650 Hours, 32 Credits)**

##### **Fall: 15 Hrs/week class work (13 cr.) + 2 days/week practicum (16 hrs)**

PY 432	Social & Psychological Aspects of Health I.....	100 hrs (2 cr.)
SW 415	Social Work Values & Ethics .....	100 hrs (2 cr.)
SW 417	Social Work Administration and Management .....	135 hrs (3 cr.)
SW 426	Social Structures I (Rehab, Insurance, Pension, Security) .....	225 hrs (5 cr.)
PE 400	Sports.....	35 hrs (1 cr.)
SW 400	Social Work Practicum & Seminar .....	460 hrs (6 cr.)

##### **Spring: 15 Hrs/week class work (13 cr.) + 2 days/week practicum (16 hrs) (Intensive modules – none)**

PY 433	Social & Psychological Aspects of Health II.....	100 hrs (2 cr.)
SW 414	Conflict Resolution & Mediation .....	100 hrs (2 cr.)
SW 418	Strategic Management in SW (Prediction, Projection, Modeling) .....	135 hrs (3 cr.)
SW 427	Social Structures II (Rehab, Insurance, Pension, Security) .....	225 hrs (5 cr.)
PE 100	Sports.....	35 hrs (1 cr.)

##### **ANY YEAR: (625 hours, 13 credits)**

RS 350	Current Topics in Bible and Theology .....	120 hrs (3 cr.)
CO 101	Public Speaking .....	135 hrs (3 cr.)
HI 113	American History .....	100 hrs (2 cr.)
RL 111	Russian Literature.....	135 hrs (3 cr.)
LL 221A	American Literature I .....	135 hrs (3 cr.)
LL 221B	American Literature II .....	135 hrs (3 cr.)
AR 111	Appreciation of Fine Arts .....	135 hrs (3 cr.)

### **Social Work Course Descriptions**

#### **OPD.F00<sup>1</sup> – SW 201 Introduction to Social Work 100 hrs (2 credits)**

Professional values and distinguishing features of SW, its place and role among other types of human activities. Methods of study and problem solving with different groups of population.

#### **OPD.F01-SO 212 Social Anthropology 100 hrs (2 credits)**

Concepts of Social Anthropology. Its place in the system of sciences and practice. Anthropogenesis: natural and social nature and evolution of man. Human being - personality - individual. Basic needs, interests and values of individuals. Their psychic and physical capabilities and involvement in social activities. Anthropological foundations of social work.

#### **OPD.F02 - PY 432 Basics of Social Medicine I 100 hrs (2 credits)**

Social medicine: basic definitions and categories. Interrelationships of social and clinical medicine. Indices of health situation, individual and public health. Way of life and health. Risk factors of diseases. Sanitary legislation. Classification of diseases, structure of sickness rates.

<sup>1</sup> Ministry of Education designation

APPENDIX P  
ENGLISH PROGRAM

### Proposed accredited Program for English (540300)

ME Code	RACU Code	Course Description	Total Academic Hours	Class Work/ Hrs. per week	Independent Work Hrs.	Credits	Prep. Semesters		Academic Semesters (Fall = 15 weeks; Spring = 12 weeks + 3 three-week intensive modules)								Evaluation: Grade/Pass or Fail
							-I	-II	I	II	III	IV	V	VI	VII	VIII	
		<b>PREPARATORY PROGRAM<sup>1</sup> (1 Year)</b>	<b>2070</b>	<b>345/23 max</b>		<b>46<sup>2</sup></b>											
	RL 031	Russian Language: Practice and Review <sup>3</sup>	135	60/4	75	3	X										pass/ fail
	EN 030	Introduction to English Language	900	300/20	600	20	X										pass/ fail
	EN 031	Intermediate Academic English	900	300/20	600	20		X									pass/ fail
	RS 111	Introduction to the Bible and the Christian Faith <sup>4</sup>	135	60/4	75	3		X									pass/ fail
		<b>GENERAL HUMANITIES AND SOCIAL-ECONOMIC CURRICULUM (RM req: 1019 hrs)</b>	<b>1576</b>			<b>39</b>											
		Foreign Language (Second)	306	135/3	171	9			X	X	X						
HSE 02	PE 1-400	Sports <sup>5</sup>	280	35/2	--	8			X	X	X	X	X	X	X	X	
HSE 02	PE 101	Health	90	30/2	60	2				X							
HSE 10	PL 100	Philosophy	120	60/4	60	3		X									
HSE 03	HI 111	History of Russia	120	60/4	60	3				X							
HSE 08	RL 132	Russian Composition I (Stylistics)	90	45/3	45	2			X								
HSE 08	RL 133	Russian Composition II (composition)	90	45/3	45	2				X							
	CO 001	Public Speaking	135	45/3	90	3											
	HI 013	American History	100	45/3	55	2											
	AR 011	Appreciation of Fine Arts	135	45/3	90	3											
		<b>Social Science</b>	<b>110</b>	<b>45/3</b>	<b>65</b>	<b>2</b>											
HSE 07	PY 230	Psychology I or															
HSE 09	SO 230	Sociology I or															
	SO 212	Anthropology															
		<b>MATHEMATICAL &amp; NATURAL SCIENCE (RM req: 360 hrs)</b>	<b>360</b>			<b>9</b>											
MNS 01	MS 133	Mathematics I en	90	45/3	45	3				X							
MNS 03	NS 131	Natural Sciences I	90	45/3	45	2					X						
MNS 02	IT 110	Computer Literacy (Information Technology)	135	45/3	90	3			X								
		Computer Applications in English	45	15/1	30	1											
		<b>CHRISTIAN PERSPECTIVES</b>	<b>450</b>			<b>11</b>											
	GE 100	Christian Perspectives on Learning	90	45/3	45	2				X							
	RS 04X	Current Topics in Bible and Theology <sup>6</sup>	120	45/3	75	3											
	RS 212	Biblical Literature I: Old Testament	120	45/3	75	3					X						
	RS 213	Biblical Literature II: New Testament	120	45/3	75	3						X					

<sup>1</sup> Preparatory program is a non-credited program. Students will receive only pass or fail on their transcripts.

<sup>2</sup> Classification: Total academic hours of the course @ 50min class hours (class hours per semester/class hours per week) {credit value}

Note1: Russian Ministry hours are calculated at 45 min for an academic hour.

Note2: Russian educational practice is usually a ratio of 1 hour homework for every hour of class work and not as we currently practice two hours homework to one hour class work. Thus, the credit value of a course will vary.

<sup>3</sup> For those with low score on Russian entrance exam

<sup>4</sup> Required for students with a low score on their Bible and Christian Faith exam.

<sup>5</sup> 2 Hours a week of sports during 8 semesters or a summer sports camp/year? 90 Hours of Health course complete requirement.

<sup>6</sup> A variety of courses are being presented from which a student can choose.

ME Code	RACU Code	Course Description	Total Academic Hours	Class Work/ Hrs. per week	Independent Work Hrs.	Credits	Prep. Semesters		Academic Semesters (Fall = 15 weeks; Spring = 12 weeks + 3 three-week intensive modules)								Evaluation: Grade/Pass or Fail	
							-I	-II	I	II	III	IV	V	VI	VII	VIII		
ENGLISH MAJOR			3585	2400		80												
General Professional Requirements (RM req: 3055 hrs)																		
Language																		
HSE 01	EN 132	Advanced Academic English I	240	90/6	150	6												
HSE 01	EN 133	Advanced Academic English II	240	90/6	150	6												
		Phonology/Pronunciation	135	45/3	90	3												
		Introduction to Linguistics	135	45/3	90	3												
		English Grammar in Practice	135	45/3	90	3												
		Stylistics	135	45/3	90	3												
		Writing:	135	45/3	90	3												
		Business and Technical Writing or																
		Creative Writing																
		History of the English Language	135	45/3	90	3												
		Literature																
HSE 08	RL 110	Introduction to the study of Literature	90	45/3	45	2												
		Writing about Literature	135	45/3	90	3												
	RL 011	Russian Literature and Culture	135	45/3	90	3												
	LL 221A	American Literature I	135	45/3	90	3												
	LL 221B	American Literature II	135	45/3	90	3												
		British Literature I	135	45/3	90	3												
		British Literature II	135	45/3	90	3												
		Comparative Literature	135	45/3	90	3												
		Genre Studies	135	45/3	90	3												
		The Novel																
		Poetry																
		Drama																
		Literature Seminar	270	90/3	180	6												
		Shakespeare	135	45/3	90	3												
Professional Skills																		
		English for Special Purposes	135	45/3	90	3												
		Business English																
		Social Work English																
		English for Bible and Theology																
		Track 1:																
		Oral Translation	135	45/3	90	3												
		Written Translation	135	45/3	90	3												
		Translation for Business or	135	45/3	90	3												
		Translation for Social Work or	135	45/3	90	3												
		Translation for Bible and Theology	135	45/3	90	3												
		Translation Practicum	180	15/1	165	6												
		Track 2:																
		Pedagogy	135	45/3	90	3												
		Introduction to Teaching English as a Foreign Language	135	45/3	90	3												
		Theories and Methods of Foreign Language Instruction	135	45/3	90	3												
		Practicum in Teaching English as a Foreign Language	180	15/1	165	6												

ME Code	RACU Code	<u>Course Description</u>	Total Academic Hours	Class Work/ Hrs. per week	Indepen- dent Work Hrs.	Credits	Prep. Semesters		Academic Semesters (Fall = 15 weeks; Spring = 12 weeks + 3 three-week intensive modules)								Evaluation: Grade/Pass or Fail
							-I	-II	I	II	III	IV	V	VI	VII	VIII	
		TOTAL	5971			139											



APPENDIX Q  
FINAL REPORT

**REPORT TO THE RACU PRESIDENT AND  
BOARD OF TRUSTEES  
October 10, 2002**

**Visiting Team Members:** Vladimir Ryaguzov and Dennis Hoekstra

**Dates of Visit:** October 5-10, 2002

**Visiting Team Mandate:**

The Executive Committee appoint two individuals (one American and one Russian) who are not related to RACU and who can serve as independent, objective observers, and that they be commissioned by us to review the charges made in Indahl's document, interview staff and faculty members, and any others they deem important and relevant, and prepare a report to be submitted to the Board in advance of the November 2002 Board meeting in Moscow.

**General Overview of Visit and Findings**

Board, Administration, Faculty, Staff, and Students were consistently gracious and helpful. The Visiting Team was provided full and complete access to whatever interviews, records, and printed materials requested. All of the interviews requested were arranged effectively and efficiently. A competent confidential outside translator was provided at all times.

Face-to-face confidential interviews were conducted with three Russian Trustees, with eight persons with major administrative responsibilities, three Program Chairpersons, five additional faculty members, and seven students randomly chosen from lists of students enrolled in all three major programs. Among those interviewed were two faculty members and one student who personally requested confidential interviews with the Visiting Team. The Visiting Team was pleased with what they believe were open, honest views expressed by everyone interviewed. The names of the 26 persons interviewed will be provided as soon as possible as an attachment to this report. We were also privileged to attend a long faculty-administration presentation/ discussion on how to understand and implement an appropriate Christian liberal arts education at RACU.

There was some inconsistency of views among faculty and administrators interviewed. The students we interviewed were uniformly positive and enthusiastic about RACU and its Christian academic programs and atmosphere. This, in spite of obvious inadequacies in terms of crowded, cluttered facilities, no dormitories, non-Moscow students' difficulty in finding adequate affordable housing, and severe shortages of money for tuition and livings costs.

A majority of interviewees indicated that a number of Pam Indahl's specific statements of RACU's inadequacies were either inaccurate or far less critical than she quite emotionally and outspokenly described. Others indicated that the issues she raised had already before her report been identified and given significant attention. Therefore, many of these issues were not unaddressed problems as she claimed at the time of her communication to the Board of Trustees. Only 2 of the 26 persons

we interviewed indicated serious and specific personal dissatisfaction with persons, policies, and procedures at RACU.

Several of the interviewees did, however, indicate that some of the general issues Pam Indahl raised may be creating less than a desirable situation and climate at RACU and should be appropriately addressed as soon as possible by the Board, Administration, Faculty, and Staff of RACU. These issues will emerge from the strengths and concerns listed in each of the categories of this report. We spent several hours first with the Russian Trustees (copies of results of their meetings to deal with Pam Indahl's communication are attached to this report). The sequence of our interviews followed the order of categories listed below.

In the recommendations listed at the close of this report, we will seek to identify the priority concerns we believe must be addressed as soon as possible at RACU. Specific events in support of the strengths, weaknesses and concerns, and recommendations in this report were communicated to the Visiting Team. However, unless the Board needs these in order to use the report effectively, the Visiting Team has decided not to include them in its report at this time.

## **Results of Interviews with RACU Administration and Staff**

### **Strengths**

1. Much improved clarity of organizational structure, responsibilities, authority, and job descriptions over the past year or two.
2. Recruiting and appointing over the past year full-time on-site chairpersons for major academic programs and more responsibility given to them.
3. Recently moving toward more Russian personnel involvement by appointing a Russian Deputy for each Program Chairperson
4. Progress over the past year on adopting new Russian standards for higher education while seeking to maintain the integrity of RACU's Christian Liberal Arts Program while fitting it into that framework.
5. Attraction each year of a larger number of more academically qualified Christian student applicants which allows for higher levels of instruction and better equipped graduates.

### **Weaknesses and Concerns**

1. Too much responsibility for a single Executive Vice-President and off-site President to cover adequately without significantly increased delegation of responsibilities and authority..
2. Decision-making and timely annual budgeting and spending authority are still limited to one or two central administrators. Also a very weak Academic Affairs Committee which needs to be greatly strengthened to achieve Faculty shaping, participation, and ownership of the academic program at RACU.
3. Not adequately honoring the Russian component of RACU since all Chairpersons and nearly all major administrators are non-Russian expatriots.
4. Continuing lack of understanding and consensus among Russian and American administrators and faculty on what is an appropriate version of Christian liberal arts education in Russia.
5. Threat of promising these students more than RACU can deliver in terms of inadequate facilities and academic course offerings and possibility of accreditation denial or postponement.

## **Results of Interviews with RACU Faculty**

### **Strengths**

1. Increasingly hiring more qualified full-time Christian faculty members to provide greater stability and continuity of academic programs and course offerings.
2. Enormous ministry commitment, especially by long-term full- and part-time faculty, to provide distinctive Christian education, mentoring, and friendship that is greatly loved and appreciated by students.
3. Excitement of providing a new bi-national Christian education model that will have a powerful Christian impact in Russia's future.
4. Higher pay for teaching at RACU than at comparable positions in Russian state educational institutions.
5. Willingness to put up with discontinuity of administrative leadership, inadequate facilities, emergency changes, and extra unpaid responsibilities because of strong historical tradition of being a unified Team.
6. Seriousness expressed by some faculty interviewed of their desire to learn from each other and from RACU scholarly resource materials on how to integrate and deepen both their personal Christian faith and scholarship in their work at RACU.

### **Weaknesses and Concerns**

1. Continuing need to use too many not adequately screened faculty based primarily on availability and need for numbers of formally credentialized faculty for accreditation purposes..
2. Some loss of this Christian joy, enthusiasm, and ownership when faculty perceive trustees and administration give priority to things other than this primary educational task and the needs of faculty and students..
3. Perception that American liberal arts and ex-pat faculty are marginalizing what Russian education and faculty can contribute to this vision.
4. Lack of timely contracts, explanation of salaries and benefits, and fear that losing such employment at RACU, especially by Russian personnel, discourages raising legitimate questions regarding matters that need improvement.
5. Perceived attrition of the substance of this team solidarity and negative reactions by some faculty members when they are not adequately consulted or informed on issues that affect them and their work.
6. Very limited resources or time devoted to such in-service professional and personal growth, and difficulty of doing this effectively due to Russian-English communication problems among most faculty members. Also library space and number of books within specific areas of growth in Christian scholarship and teaching need improvement. Perhaps also need for clearer policies and procedures to assure all teachers are committed Christians.

## **Results of Interviews with RACU Students**

### **Strengths**

1. Christian commitment of students creating a powerful nurturing environment for Christian growth and maturity.
2. Students enthusiastic choice of RACU because of its promise that its Christian perspective and educational programs will lead to productive full-time employment for Christian impact on Russia.
3. Deep appreciation for the availability and openness of faculty and administration to hear their individual concerns. Also for their individual responses to students' personal needs and welfare and not just for their academic achievement and progress. Example cited is providing free bread, jam, coffee, tea, etc., at school each day for students who would otherwise not have enough to eat.
4. Deep Christian commitment and appreciation by students for both the Christian academic emphasis, prayer before classes, shared personal Christian testimony and experience, and student-organized Bible studies.
5. Great appreciation that required Bible are integral in all RACU academic programs.

### **Weaknesses and Concerns**

1. Need for written and clear operational policies and procedures on admission policies to assure that committed Christian students continue to control the atmosphere and lifestyle among RACU student body.
2. Some inconsistency and weaknesses regarding appropriate program options, course offerings, internships, and job placement assistance to fulfill this promise.
3. Student Council and official channels for students to express their needs and wishes seem to be quite weak, even though Student Council exists and its members are elected annually by the Student Body. Part-time didn't share this Christian faith and prayer.
4. Some concern that in the recent past not all RACU teachers shared this commitment or adequately integrated and expressed it. Perceived need for RACU to be concerned that this is a requirement for every teacher, including all part-time teachers, and an expectation for all students.
5. Desire that these courses put more emphasis on Biblical interpretation and not just on survey coverage of such courses as Old and New Testament.

## **Recommendations**

1. Critically review the entire RACU organizational structure with special attention to:
  - a. Considering whether the Pro-Rector VPAA position's extensive multiple responsibilities and concentration of direct authority impede faculty ownership of and responsibility for the entire academic program and student development at RACU. Given the discontinuity in this on-site executive position (3 different ones in 7 years), such continued concentration of functions and authority may also create unnecessary institution-wide vulnerability unless a long-term, experienced, bi-nationally respected academically qualified person in this position can be assured.
  - b. Strengthen greatly faculty involvement, leadership, responsibility, and authority of the Academic Affairs Committee. Clarify authority and responsibility for approving courses and course descriptions and faculty members' teaching all courses. Perhaps also develop a Student Life Committee, although this probably is not as much of an immediate high priority as the Academic Affairs Committee.
  - c. Provide well before the beginning of each academic year a definitive line item annual budget so that all those with administrative responsibilities can communicate to all faculty and staff their responsibilities, remuneration, and benefits for the coming academic year.
  - d. Adopt a specific timetable for putting in place Russian personnel in at least 50% of all upper-level administrative and program chairmanship positions. If possible, place someone in at least one of these positions within a very short time. Perhaps provide support for a graduate school/internship program for a couple of promising young Russian Christians if this is the most likely way to achieve these goals. Also implement the same 50/50 proportions among the Trustees as required by RACU's by-laws.
  - e. Separate as much as possible paid administrative and faculty personnel from office holding and voting membership on the Board of Trustees, e.g., review whether it is wise or necessary to continue present administrator and teachers as Board Officer and/or voting members.
2. Consider, perhaps only as an interim arrangement, putting in place an intra-organization-wide communication/ombudsman officer with the mandate to consult with and bring requests from and to all officers and segments of the RACU community on issues that affect their lives and work. Also set up required more frequent official and informal communication channels and systems on all matters affecting life and work among RACU administrators, faculty, staff, and students. If the transitional committee suggested in Recommendation #5 is implemented, have this person work with that Committee.
3. Continue to place a very high priority on RACU's licensing and accreditation and relocating to its own building. In the interim, provide immediately more adequate facilities for RACU's work and accreditation. Also continue and expand efforts to find appropriate affordable housing for non-Moscow students.

4. Provide as soon as financially feasible a larger number of highly qualified full-time Christian faculty, especially Russians whenever they are available, to lessen the need for taking too many unproven part-time teachers based almost entirely on their availability. Provide encouragement and assistance for longer term ex-patriot faculty to begin soon to learn some functional conversational Russian. Continuing the short modules can probably continue to be useful, provided they can be properly sequenced and taught with some continuity by the same qualified Christian teachers able to appreciate both Russian and American Christian liberal arts education and function effectively in a Russian context..
5. Consider in this transitional period setting up a RACU on-site Committee made up of equal membership from RACU administration, faculty, students, and trustees to monitor the status of the relationships among and between all of those groups. Authorize this committee to recommend activities or concerns to the various bodies they represent and require it to provide a written report to RACU's Chief Administrative Officer and Board of Trustees at least annually or more frequently as requested.
6. Determine whether additional official policies, procedures and possible personal reconciliation intervention may need to be put in place to avoid future use of irregular channels of communication to the Board of Trustees and to overcome whatever interpersonal tensions that may still be present because of this incident.

Should those receiving this report have unanswered questions or have need for additional information, the members of the Visiting Team are willing to provide whatever else that would be helpful within the limits of confidentiality which we have assured to all of those we interviewed.

In the interest of improved communication and greater shared responsibility, it might be appropriate to consider giving a copy of this report to and discussing it with Major Program Chairpersons and Upper-Level Administrators and Staff. Perhaps also develop a plan for them to be involved in communicating and implementing any decisions made based on this Report and its Recommendations.



May God bless you and RACU as you seek the best possible ways to continue to help RACU to fulfill its enormous promise for the cause of Christ in Russia and beyond.

APPENDIX R  
EDUCATIONAL LICENSE

*Мавзиер*



**МИНИСТЕРСТВО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ  
(МИНОБРАЗОВАНИЕ РОССИИ)**

**ПРИКАЗ**

11.06.2002

Москва

№ 2195

**О лицензировании  
негосударственного образовательного учреждения  
"Русско-американский христианский институт" (г.Москва)  
до проведения комплексной оценки деятельности вуза**

На основании Закона Российской Федерации "Об образовании" в редакции Федерального закона от 13.01.1996 N 12-ФЗ, постановления Правительства Российской Федерации от 18.10.2000 N 796 "Об утверждении Положения о лицензировании образовательной деятельности", заявления учредителей и в связи с включением в график проведения комплексной оценки деятельности на ноябрь 2002 года

**ПРИКАЗЫВАЮ:**

1. Управлению лицензирования, аккредитации и аттестации оформить и выдать негосударственному образовательному учреждению "Русско-американский христианский институт" (г.Москва) приложение к лицензии Минобразования России на право ведения образовательной деятельности в сфере высшего профессионального образования от 03.12.1997 N 16-331, учетная серия Б N 331, на ранее лицензированные основные профессиональные образовательные программы до 03.12.2002.

2. Контроль за исполнением настоящего приказа и соблюдением образовательным учреждением лицензионных требований возложить на Управление лицензирования, аккредитации и аттестации (Е.Н.Геворкян).

Заместитель Министра

*Л. С. Гребнев*

APPENDIX S  
STATE ACCREDITATION

МИНИСТЕРСТВО ОБРАЗОВАНИЯ  
РОССИЙСКОЙ ФЕДЕРАЦИИ

**СВИДЕТЕЛЬСТВО**  
О ГОСУДАРСТВЕННОЙ АККРЕДИТАЦИИ

Регистрационный № 1188 « 10 » ДЕКАБРЯ 2003 г.

НЕГОСУДАРСТВЕННОЕ (ЧАСТНОЕ) ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ

(наименование образовательного учреждения)

«РУССКО-АМЕРИКАНСКИЙ ХРИСТИАНСКИЙ ИНСТИТУТ»

Организационно-правовая форма НЕГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ

Местонахождение: 117419, г. Москва, ул. Орджоникидзе, д. 3

Государственный аккредитационный статус:

Тип образовательного учреждения ВЫСШЕЕ УЧЕБНОЕ ЗАВЕДЕНИЕ

Вид образовательного учреждения ИНСТИТУТ

Свидетельство действительно до « 12 » НОЯБРЯ 2008 ГОДА

Свидетельство без приложения не действительно.



*В.М. Филиппов*  
Министр (подпись)

В.М. Филиппов  
(ф. и. о.)

Серия А

№ 001240

APPENDIX T

BUSINESS AND ECONOMICS ACADEMIC PROGRAM

## **Business and Economics Academic Program**

**Academic Requirements.** The major comprises the following courses, including a senior internship. All courses must be completed to meet graduation requirements.

### **Professional (Major) Courses**

#### **Required**

Microeconomics I	135 hrs (3 credits)
Microeconomics II	135 hrs (3 credits)
Macroeconomics I	135 hrs (3 credits)
Macroeconomics II	90 hrs (2 credits)
Econometrics	180 hrs (4 credits)
Introduction to Economics	135 hrs (3 credits)
Business Law	135 hrs (3 credits)
Statistics in Business & Economics	135 hrs (3 credits)
Logistics	90 hrs (2 credits)
Finance & Credit	135 hrs (3 credits)
Human Resource (Personnel) Management	135 hrs (3 credits)
Marketing Management	135 hrs (3 credits)
Business Ethics	135 hrs (3 credits)
Principles of Management	135 hrs (3 credits)
National Economics	135 hrs (3 credits)

#### **Elective Courses**

Entrepreneurship	90 hrs (2 credits)
Management Information Systems	90 hrs (2 credits)
World Poverty	135 hrs (3 credits)
Intercultural Management	135 hrs (3 credits)

## Special Courses

### Required

Global (World) Economy I	135 hrs (3 credits)
Global (World) Economy II	135 hrs (3 credits)
Financial Accounting (GAAP system)	180 hrs (4 credits)
Russian Accounting and Taxation I	135 hrs (3 credits)
Russian Accounting and Taxation II	135 hrs (3 credits)
Managerial Accounting	135 hrs (3 credits)
Strategic Management	135 hrs (3 credits)
Business English	90 hrs (2 credits)

### Facultative

History of Economics & Economic Teachings	90 hrs (2 credits)
Organizational Behavior & Management	135 hrs (3 credits)
Non-Profit Organizations (Legal Aspects)	90 hrs (2 credits)

## General Mathematics & Natural Science Courses



**Required**

Mathematics I	270 hrs (6 credits)
Mathematics II	270 hrs (6 credits)
Mathematics III	270 hrs (6 credits)
Concepts of the Contemp. Natural Sciences	135 hrs (3 credits)
Computer Literacy (Information Technology) I	135 hrs (3 credits)
Computer Literacy (Information Technology) II	135 hrs (3 credits)
Computer Applications in Economics	90 hrs (2 credits)
Web Design or Introduction in Graphic Design	45 hrs (1 credit)

**Individual Work****Required**

Internship Seminar	30 hrs (1 credit)
Internship (weeks, hours)	420 hrs (9 credits)
Final State Attestation	135 hrs (3 credits)
Final Paper Workshop	135 hrs (3 credits)

APPENDIX U  
JESSUP REPORT

**CONSULTATION VISIT REPORT**  
**RUSSIAN-AMERICAN CHRISTIAN UNIVERSITY (RACU)**

**October 4-8, 2004**

Submitted by Dwight Jessup

Dellenback Fellow, Council for Christian Colleges and Universities (CCCU)

and former Taylor University Vice President for Academic Affairs and Dean of the University

**OVERVIEW OF THE UNIVERSITY**

RACU “opened its doors” in Moscow in 1995, beginning with a series of evening seminars and a summer English Language Institute. The collegiate program of full-time study was initiated in the 1996-97 academic year providing a baccalaureate level Christian liberal arts education featuring two curricular majors: Business/Economics, and Social Work. In an extension of its English language competency requirement, a major in English and a minor in English language and literature were added to the curriculum in 2001-02. An Information Technology Department was added in the late 1990s as an administrative and academic support service for the university.

RACU's enrollment has grown from 43 students in the fall of 1996 to its current enrollment of approximately 150 students, many of whom come from far beyond the limits of Moscow and must procure their own housing. Twenty students made up the first graduating class in 2001. A total of approximately 75 students have received RACU baccalaureate degrees at this point in time.

Registered as an educational institution with the Ministry of Education of the Russian Federation, RACU achieved accreditation by that government agency in 2003. Since its beginning in 1996, the university has had to rent, and in more than one case actually convert facilities to house its program. It currently meets in a very small and severely limited retrofitted space in the building formerly housing the Moscow Silk Factory. However, the university has now succeeded in purchasing its own property in

Moscow, is completing plans for building its own facility, and raising the necessary funds to begin construction this fall.

Governance of RACU is provided by a Board of Trustees comprised of both Russians and Americans. An additional Board of Advisors drawn from both countries serves as a consultative body. RACU also draws upon the resources of eleven partner Christian colleges and universities in the United States. Since its inception, the university has been ably led by Dr. John Bernbaum. Dr. David Broersma who has served as a faculty member and English Department chair since 1997, is RACU's Provost and Chief Operating Officer (COO).

## **OVERARCHING DISTINCTIVES**

"The Russian-American Christian University, established in the Russian Federation, is a comprehensive liberal arts university grounded in historic biblical Christianity. RACU is the only Christian higher education institution in Russia specifically committed to prepare young Russian Christians for leadership in the marketplace, the arts, law, government, and the helping professions" (Mission Statement, RACU Academic Catalog, p. 8).

In addition to its distinctive Christian perspective and character, its holistic liberal arts emphasis, and its singularity in these objectives among Russian educational institutions, RACU also stands apart in another way. As is evidenced in its name, RACU's identity is also defined by its intentional bi-national (Russian-American) character. By design, its faculty and staff come from both countries. Although more classes are taught in Russian than English, it is a bilingual institution with its students achieving and refining their writing and speaking competencies in the English language. The university's governance and supporting constituency is also intentionally bi-national. RACU's curriculum is shaped by a necessary Russian contextualization of what is essentially a North American liberal arts course of study. Thus, RACU is not simply an American transplant. While keeping to its distinctive Christian orientation, RACU provides a more diverse educational community. A primary objective is to be "a cooperative

educational venture through the combined efforts of both Russian and American educators, a venture which...bring[s] together the strengths of each educational system..." (RACU Academic Catalog, p. 9).

This is a tall order and an uncommon goal, with objectives that are not easily achieved in and of themselves. To accomplish this in the context of Russian culture and within the confines of government regulation, is no small feat. Given the longer term history of Russian (Soviet)-American relations, the intricacies of governmental operations in Russia, and the hostility towards religious belief that abounds in the former Soviet Union, it is difficult to believe these objectives can be accomplished apart from God's sovereignty.

At the point at which representative students enrolled in CCCU schools might study for a semester together with the Russian students at RACU, the bi-national character of the university might be more fully realized. In any event, this unique RACU distinctive is to be praised as a high ideal undergirding the greater cause of Christian identity and fellowship that can overcome the narrow and confining barriers of contemporary nationalism.

## **TWO MAJOR FINDINGS**

The first important finding of this consultation is that RACU has moved to find its niche, to establish its identity and prove that it can succeed. Under God's enablement, the university's survival, growth, and development have built a platform supporting a guarded, but altogether reasonable optimism about its future. The elements for that optimism include:

- An eight year (1996-2004) start-up record of 75 graduates in four graduating classes
- A current enrollment of approximately 150 students
- The remarkable achievement of accreditation by the Ministry of Education in 2003
- Improved financial health in 2003-2004
- The anticipated completion of construction of RACU's own facility within the next 18 months
- Increasing recognition within both the Russian higher education community and the evangelical church in Russia and the former Soviet Union
- The stabilization of on-site leadership at RACU
- A more fully developed academic program and structure, and the initiation of a complementary student development program

- A renewed self-confidence, under God's empowerment, within RACU itself

The second major finding in this internal, on-site visit analysis of RACU in its ninth year of operation rests in the quality of its leadership. Simply stated, the Provost (COO) and his administrative team appear to be unusually capable of operating and directing the university under the overall guidance of the President and the counsel of the Board.

David Broersma's leadership is highly respected by the other administrative officers and staff. One said, "David's appointment as Provost just over a year ago was a dream come true." His personal attributes and his management style seem to ideally fit RACU's needs. David has a deep passion for the mission and program of RACU. Prepared by his previous missionary and ministry experience and by his educational qualifications, he has a definite sense of calling to this particular cross-cultural educational ministry. Moreover, Dr. Broersma is pro-actively supported by his family and by a personal constituency in the United States. Relatively speaking, he is a long-time employee of RACU with successful faculty experience. He speaks Russian fluently. David is blessed with a gregarious personal style—relational, upbeat, friendly, winsome, and optimistic. Most importantly, he has a natural ability to inspire his leadership team, treating his fellow workers more as colleagues than as subordinates. His own "can do" personality sets a standard and expectation for all members of the RACU staff. At the same time, he appears to be uniformly appreciated as supervisor and as friend. In fact, three of his colleagues volunteered the remark that "David is my best friend."

## **SUGGESTIONS AND RECOMMENDATIONS TO THE PROVOST**

1. The Provost and COO should be encouraged to put the recently revised administrative organization and operational procedures firmly into practice. The assignment and actual delegation of authority to the members of the Provost's administrative team allows them to do their jobs and gives them "room to grow." They seem to actually want the accountability and discipline that the Provost has the right to ask of them and which they seem to expect. While further defining these administrative matters, the Provost should be encouraged to keep his standards of performance high, and to discipline his own activities so that less of the weight of day-to-day administration/management falls on his shoulders.
2. As RACU evolves, expands and moves forward over the next few years, it would be advantageous to further shape and streamline the administrative organization. For example:

- a. Have a vice president for business affairs rather than an assistant for business affairs, and add oversight of accounting services to the responsibilities of this officer. Eventually IT (information technology), as another support service, might be added to this domain.
  - b. Appoint or designate one person as vice president for external relations who would be responsible to carry on or oversee RACU's relationships with all Russian constituencies outside the university itself, with the exception of the important work done by the President. The VPER's team might need to include specialists in government relations, church relations, publications and communications (including electronic media, Website management, etc.), and student recruitment.
  - c. Employ or designate a vice president for academic affairs, preferably a Russian, to fill the position now tentatively identified as "Chair of the Academic Affairs Council (AAC)." He/she would serve in the role of academic dean and have all the responsibilities that normally accrue to this position. In American practice, this VPAA would be the "first" vice president among the VP's serving under the Provost and COO of the university. This would give greater emphasis upon, and recognition of, the academic program of the university, the reason for its existence, and allow for greater attention to building the quality of that program.
  - d. The Provost's management team—maybe better renamed the Provost's Council or Provost's Leadership Team—would consist of the Provost and COO as the chair person, the VPAA, and VPBA and the VPER.
  - e. The area of Student Affairs (Student Development) might also be represented on the Provost's Council with recognition of the fact that it is not yet a fully developed program, and does not yet merit a vice presidential leadership position. Playing a "program" rather than a "support" function, the Student Affairs director might temporarily serve under the leadership of the VPAA.
3. Major attention should be given to the academic program. That is the core, the heart of the university. It involves faculty recruitment and development and retention, curricular development and supervision, and academic community-building. Make teaching effectiveness the highest program priority (along with the necessary faculty "scientific" scholarship requirements). Attract dedicated Christian students who are (or can become) real learners. Make RACU a truly Christian learning community.
  4. Greater university resources should be designated to help the embryonic student development program to mature. Along with academic affairs, student development constitutes the program element of the university. (The other domains are meant to be supportive of those program elements.) Currently lacking a common student housing facility, student personnel opportunities are limited. However, with the recent appointment of a student development officer, RACU has begun to move forward in this area. Cooperation and collaboration between the academic and student development programs should enhance the effectiveness of the university.
  5. As soon as is reasonably possible, RACU should initiate or revitalize its strategic planning. Perhaps a strategic plan for the next five or ten years (a tentative one at least) could be operational by the time the new building is completed. The new building should give RACU a momentum that will need to be sustained. The strategic plan can provide new goals, a renewed vision, and a contagious optimism about what God can enable RACU to do and what it can become.

## **POSTSCRIPT**

It should be noted that several limitations may minimize the potential value of this report. Its author has no personal experience and only limited knowledge of Russian culture—societal, religious, and educational. He does not know the Russian language, his major professional focus and work have been limited to academic programs, and his visit to RACU was restricted to four days of formal consultation. No communication took place with President John Bernbaum, who was not in Russia at the time, and only limited contact was possible with students and faculty. This report should, therefore, be considered within the context of these limitations.

Appreciation is expressed to all those who were involved in this consultation, particularly: David and Cathy Broersma, Andrev Shvaigert, Vladimir Obrovets, Tanya Yaskova, Peter Smirnov, Andrev Timofeev, Erna Abramyan, and Vlad Selivanov. My wife (Karin) and I appreciated RACU's generous hospitality.

It was a pleasure to represent the Council for Christian Colleges and Universities as a Dellenback Fellow in this visit to the Russian-American Christian University.



APPENDIX V

FIVE STAGES OF CONSTRUCTION IN MOSCOW

## NEW BUILDING UPDATE (NOVEMBER 2005)

Alexander Smirnov

Project Manager

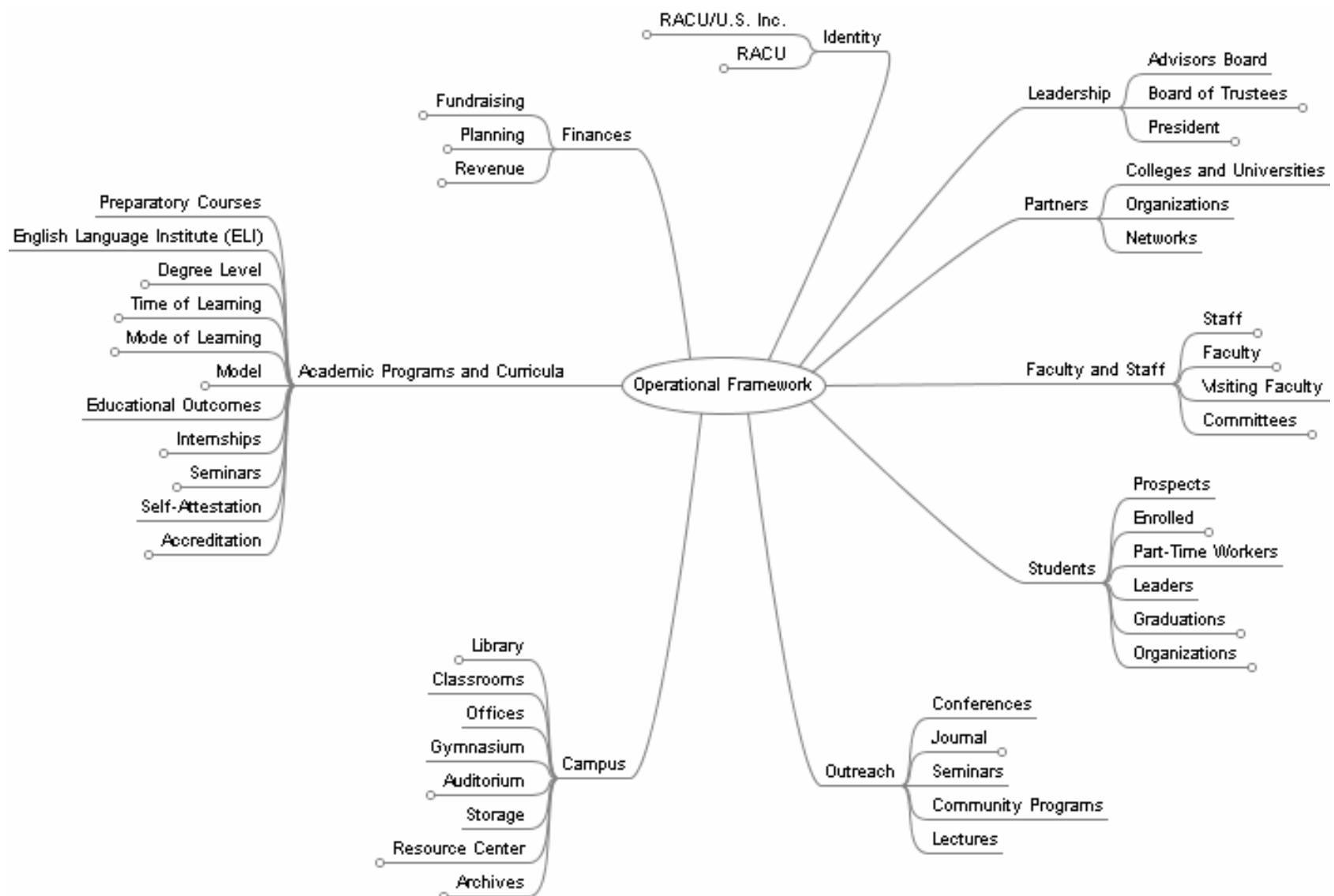
Note: There are at least 5 different stages to the construction process.

<b>Stage 1.</b> <i>Soglasovanie</i> - a period of active negotiations with multiple regulatory and supervisory bodies.	Status Completed	Notes: Resulted in 11 volumes of protocols, technical specifications, statements of intent, graphs, drawings, agreements, etc.
<b>Stage 2.</b> <i>Expertisa</i> – final technical supervision and inspection of everything that was achieved in stage 1	Status Completed	Notes: Usually, it is one of the most feared stages by those who do construction in Moscow. In our case it was the easiest stage to complete. This is due to the excellent and very hard work done by CCS and Profstroy during stage 1.
<b>Stage 3.</b> <i>Mosarchitectura</i> (Office of the Chief Architect of Moscow)	Status Pending Estimated time of completion: second half of November	Notes: This particular office appears at least twice during the process; first at some point during stage 1 to work closely with the project documentation (you may know that they insisted on a few changes to the original design) and then to issue the building permit. Once the final Expertisa approval is given, and the documents are submitted to this office, a building permit is supposed to be issued within 20 working days. In our case, this should be late November.
<b>Stage 4.</b> Actual construction	Status Starts after December the 4 <sup>th</sup> , 2005	Notes: Per agreement with the Prefect of the North Eastern Administrative District of Moscow Ms. Irina Raber.

<p><b>Stage 5</b> Final or acceptance inspection by the city</p>	<p>Status N/A</p>	<p>Notes: Again due to the hard work, especially during stages 1 and 2, we hope to have fewer problems than usually encountered by construction companies at this stage. The basis for such a hope is that we didn't take any shortcuts at the beginning stages. Ultimately all the same officials with whom we had to negotiate during stages 1 and 2, will take part, at least to some extent, in the final inspection.</p>
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APPENDIX W

OPERATIONAL FRAMEWORK OF RACU



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